Standard II.A:
Student Learning Programs and Services
Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated Student Learning Outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified Student Learning Outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Modesto Junior College employs multiple methods to gather data and utilize this information in planning with regard to the demographics of its students, their varied educational plans and needs, and the diversity, demographics, and economy of its community. Research and analysis is conducted by the Office of College Research & Planning, the Accreditation/Institutional Effectiveness Committee, and individuals and departments across campus, and those results guide development of new courses and programs and make modifications to existing ones. The sources for this research include, but are not limited to, institutional surveys, outcomes assessment efforts, program review reports across all college areas, and external reporting agencies such as the Bureau of Labor Statistics, the regional Center for Excellence housed at Modesto Junior College, advisory committees, student data reports, and the California Community College Chancellor's Office Data Mart.

The college identifies the varied educational needs of its students in multiple ways. One key way is via the Modesto Junior College Educational Master Plan [Ref. IIA-1]. The Executive Summary explains the process and purpose well:

- The Modesto Junior College Educational Master Plan 2006-2007 was completed to assist the College in planning for change and growth in its programs and services for the coming ten years. This Plan uses methods and measures that provide a basis for the development of a related Facilities Master Plan. The relationship of the two Plans stems from the philosophy that the educational programs and services needed by current and future students should drive the type and size of facilities provided.

- The processes used in the development of the Plan began in October 2006 and included gathering quantitative and qualitative information about the programs and services at Modesto Junior College and about the district service area. The process also involved developing projections of future population and enrollment. In addition, the expert opinions of staff and faculty engaged in the college's programs were sought in interviews with more than 125 individuals and with program managers.
Projections for the future of programs were then developed and organized into one comprehensive document.

- Based on the information and the Plan’s projections, recommendations regarding programs and services were made with the purpose of improving them. Recommendations were also proposed regarding the location of programs and services.

In light of the Educational Master Plan, the college also developed its Strategic Plan in 2008 [Ref. IIA-2]. The purpose and approach in developing the Strategic Plan were summarized by Dr. Richard Rose in his “Message from the President”

- This strategic plan outlines a vision for the future of Modesto Junior College and provides clear direction and priorities for the next five years.

- Building on the Yosemite Community College District vision, mission, and values, the plan incorporates information and ideas contributed by all constituent groups within the college community, as well as from external stakeholders beyond our college borders. The plan considers internal and external environmental factors that most affect our ability to achieve our mission.

- Our students and their success as well as community needs are at the heart of our endeavors. This document is a high level action plan that fosters concepts of student success, program review, Student Learning Outcomes, planning and institutional effectiveness, campus climate, human resource needs, external relations (business, industry, community) and student engagement. The ten goals and planning agendas are comprehensive to the needs of our institution.

Modesto Junior College is identified as a Hispanic Serving Institution. This designation allows MJC to seek specialized grant funding, and the institution is able to address specific educational needs of this particular student population.

The assessment process for placement into mathematics, English, reading, and ESL most directly identifies the specific educational needs of students. Incoming students are required to take a locally validated assessment test, approved by the California Community College Chancellor’s Office (CCCCCO), before enrolling in courses in these areas or in other courses that have approved prerequisites in these areas. Local validation studies have demonstrated that without appropriate scores on assessment tests, students are unlikely to succeed in higher level courses [Ref. IIA-3]. The college has also established standard exceptions to the assessment requirement; substituting Advanced Placement exam scores for assessment results as seen on page 36 of the 2011-12 MJC Catalog [Ref. IIA-4]. In addition, the college upholds communication and computation prerequisites imposed by the University of California. For instance, beginning in fall 2005, the UC Office of the President required that all core science sequences for majors such as biology and chemistry have a prerequisite of intermediate algebra, and for scientists and engineers, physics has a prerequisite of calculus, among others detailed in their memo [Ref. IIA-5]. By upholding those prerequisites, the college ensures that students who complete their coursework at Modesto Junior College will be able to transfer those units directly to the UC campus of their choice.

A college-wide Career Technical Education (CTE) Advisory Committee, made up of industry and college representatives meets regularly to discuss how to improve CTE at the college; to make the most of the community resources that are available; to develop strategies to improve the relationships between the college CTE programs, business and industry; to provide expertise to assist the college in improving core indicators that fall short of negotiated targets; and to assist with student placement in related occupations [Ref. IIA-6]. Additionally, vocational departments at the college hold regular meetings of Advisory Committees for their Career Technical Education (CTE) programs. These committees consist of representatives from the college and local industry and are charged with ensuring that the programs meet the needs of local industry so that upon completion of the program, students are properly prepared for careers in which jobs exist in the local community. As a key component, the advisory committee along with the instructional department is required to review each CTE degree or certificate every two years. This contrasts with the five-year requirement for academic courses. As a
general rule, the college has not been enforcing this two-year requirement, instead keeping vocational disciplines on the same five-year cycle as the rest of the college; however, CTE is devising a two-year assessment cycle and plans to implement upon completion. Collectively, the college’s CTE Advisory Committees gather once per year to take a birds-eye view of CTE instruction overall and strategize about directions to take in the next year [Ref. IIA-7]. One resource used by these CTE Advisory Committees within the Agriculture, Technical Education and Allied Health departments is the regional Center for Excellence, housed at MJC [Ref. IIA-8].

In spring 2009, the college utilized the Community College Survey of Student Engagement (CCSSE) to better understand its student body [Ref. IIA-9]. In addition to administering the CCSSE, the MJC College Research and Planning Office coordinated the administration of the online Community College Faculty Survey of Student Engagement (CCFSSE) for the college’s faculty [Ref. IIA-10]. This addition enhances the college’s ability to assess student engagement and satisfaction and institutional practices by determining whether MJC group responses are generally above or below norms in terms of the national CCSSE student group, the Hispanic Student Success Consortium (HSSC) group, the Extra Large Community Colleges (XL CCs) group, the MJC CCFSSE faculty group, the Learning Communities oversample, and the MJC student group in 2006.

Conversations concerning the detailed data from the CCSSE and CCFSSE in terms of comparisons between the 2009 MJC student group and the other groups (national CCSSE, Hispanic Student Success Consortium, Extra Large Community Colleges, MJC Faculty group, Learning Communities, and the 2006 MJC student group) occurred throughout the 2010-11 academic year [Ref. IIA-11]. The reviews of the various sets of data help determine if any action needs to be taken to improve processes and activities related to questions in the Student-Faculty Interaction and Support for Learners benchmarks. In addition to conversations regarding data related to these benchmarks, conversations related to the Frequency of Use, Importance, and Satisfaction of Student and Instructional Services are taking place. For example analysis of CCSSE results—pertaining to low student utilization and low-to-moderate satisfaction rates with regard to the college’s math, writing and tutorial labs—contributed, in part, to a decision to formulate plans for consolidating these labs into an Integrated Learning Resource Center as part of the planned renovation of the East Campus Library. Similar plans for lab consolidation into an Integrated Learning Resource Center are underway for the West Campus.

As a part of the ongoing assessment of institutional effectiveness at Modesto Junior College, the MJC Accreditation/Institutional Effectiveness (AIE) Committee and the MJC College Research and Planning Office designed a Campus Climate Survey. AIE electronically administered the survey to all 1,028 employees of Modesto Junior College [Ref. IIA-12]. A total of 430 employees responded for a 41.8 percent response rate. The questions corresponded with the four categories of accreditation: Institutional Mission and Effectiveness; Student Learning Programs and Services; Resources - Human, Physical, Technology, Financial; and Leadership and Governance. Results were analyzed and cross-tabulated by various employee characteristics, including demographics, employee classification and length of service. Campus leaders have used the results to better understand the college culture and determine areas where the college can better meet the educational needs of its students. Example questions and brief response analysis:

- MJC seeks to meet the varied educational needs of students through programs consistent with their educational preparation. (Almost 80 percent of respondents agreed with this statement.)
- Tutorial services are sufficient to support MJC faculty, students, and instructional programs, regardless of location. (Almost 55 percent agreed, 32 percent disagreed, but 13 percent had no opinion. That 13 percent are without an opinion indicates that the college needs to ensure all faculty and staff are fully aware of available tutorial services. The comparatively high number of responses questioning the sufficiency of tutorial services contributed to the aforementioned decision to consolidate and relocate tutorial services into an Integrated Learning Resource Center)
• Student support services address identified needs of students and enhances a supportive learning environment, regardless of location. (Approximately 70 percent agreed.)

The college held two open forums in fall 2010 to facilitate campus-wide dialogue and discussion [Ref. IIA-13]. By reviewing and discussing this data, the college is assessing whether it meets the needs of its students.

The college employs a number of methods to meet the varied educational needs of its students. For instance, the Counseling department offers a variety of Guidance courses designed to meet students’ various needs [Ref. IIA-4]:

• GUIDE 109 – International Student/New American Focus – 1 unit
• GUIDE 110 – Educational Planning – ½ unit
• GUIDE 111 – Career Awareness – 1 unit
• GUIDE 112 – Job Hunting Skills – ½ unit
• GUIDE 116 – Orientation for Re-Entry Adults – 2 units
• GUIDE 120 – Success Strategies for Transfer Students – 3 units

The college has applied its Basic Skills Initiative (BSI) funding to directly meet the needs of its most at-risk students. Now in its fourth year of implementation, the Modesto Junior College Basic Skills Action Plan states four goals [Ref. IIA-14]:

1. Emphasize basic skills as a priority in decisions affecting (1) funding, (2) hiring, (3) curriculum, and (4) institutional development and review;
2. Develop further approaches to developmental education that focuses on the whole student by integrating instruction with counseling;
3. Establish a (1) Center for Teaching and Learning that houses a (2) fully-funded “Basic Skills Across the Curriculum” program whose core focus incorporates theory, practice, and education of all faculty, administrators, and staff;
4. Create (1) a highly-structured and coordinated developmental education program including (2) an Early Alert system, (3) stable support services.

The college has implemented a number of strategies to meet the above goals of the BSI Action Plan. In course schedule development, Basic Skills courses are prioritized to minimize section reductions during times of budget shortage. The English department recently revised job descriptions to prioritize Basic Skills qualifications [Ref. IIA-15], and the Presidential Screening Committee asked Basic Skills-related questions. Research into Basic Skills student performance reveals the increased success of students taking one-unit supplemental courses in English and reading and of students taking courses with Learning Community cohorts. Data requested from the Institutional Research Office covering spring ’05 to ’09 indicate that students who take the co-requisite Reading 40 along with English 49 succeed at a rate of 48 percent as compared to a similar group with no co-requisite, which had a success rate of 42 percent. This data shows significant improvement in student success when these co-requisites are enforced. As a result, more supplemental courses have been paired with English courses and more learning communities have been created and include English, reading, math, and Guidance. In January 2010, the Institutional Research Office produced a document entitled “Exploring Learning Communities”. This document explored the success rates of students in Learning Communities and found: “In consideration of the findings in the LC studies, the MJC Research Office ran several scenarios involving English 49 and English 50 paired with Reading 40, Reading 82, English 44 and English 46. In analyzing data over several years involving multiple terms, the MJC Research Office concluded that Reading 40 and English 44 are prevalent factors in English 49 success. Reading 82 and English 44 are prevalent factors in English 50 success. There were few cases of either English 49 or English 50 success involving students also taking English 46.” This research exemplifies that learning communities foster student success [Ref. IIA-16].

In 2008, a full-time, tenure-track Basic Skills Counselor was hired. The Counselor is highly visible; situating the office among English, ESL, Reading, and Math classrooms; workshops are offered on topics such as studying and test preparation; a Make the Connection supplemental workshop is offered allowing English, ESL, and math students additional tutoring and increased access to their instructors two
hours per week; and by collaborating with the Dean of Literature and Language Arts and Counseling to strengthen linkages between divisions and ensure the consideration of Basic Skills students in more college initiatives [Ref. IIA-17].

The State Academic Senate has made many professional development opportunities available to administrators, faculty, and staff, and the Basic Skills Initiative funds at the state and local level have allowed many from Modesto Junior College to participate. However, the Basic Skills Action Plan’s Goal 3 has not been specifically accomplished or prioritized, which is likely a result of a vacant Director of Basic Skills position due to ongoing budgetary challenges. The degree to which the Basic Skills program is highly-structured and coordinated depends on the efforts of the Director of Basic Skills, and with the position vacant this goal has not been met.

The Early Alert system was fully functional in 2008. It allows faculty to easily notify staff, counselors, and administrators of students who would benefit from additional support, and those students are promptly contacted for intervention [Ref. IIA-18].

Funding from the Basic Skills Initiative has enhanced services, primarily through tutoring, that students receive in the Writing Centers, Centers for Learning Assistance, and Math Drop-in Centers and has increased the amount of staff available to work with Basic Skills students in those centers for more hours per day and for more days per week, including summer. For example, recent data regarding the Writing Centers and Math Drop-in Centers illustrate that tutoring increases student success.

<table>
<thead>
<tr>
<th>Course</th>
<th>Enrolled</th>
<th>Passed</th>
<th>Success Rate</th>
<th>Enrolled</th>
<th>Passed</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENGL-101</td>
<td>1418</td>
<td>798</td>
<td>56.3%</td>
<td>131</td>
<td>88</td>
<td>67.2%</td>
</tr>
<tr>
<td>MENGL-102</td>
<td>49</td>
<td>35</td>
<td>71.4%</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
</tr>
<tr>
<td>MENGL-103</td>
<td>444</td>
<td>283</td>
<td>63.7%</td>
<td>47</td>
<td>33</td>
<td>70.2%</td>
</tr>
<tr>
<td>MENGL-105</td>
<td>25</td>
<td>17</td>
<td>68.0%</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>MENGL-106</td>
<td>22</td>
<td>16</td>
<td>72.7%</td>
<td>1</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>MENGL-116</td>
<td>10</td>
<td>4</td>
<td>40.0%</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>MENGL-138</td>
<td>30</td>
<td>22</td>
<td>73.3%</td>
<td>4</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>MENGL-157</td>
<td>29</td>
<td>21</td>
<td>72.4%</td>
<td>2</td>
<td>2</td>
<td>100.0%</td>
</tr>
<tr>
<td>MENGL-161</td>
<td>172</td>
<td>92</td>
<td>53.5%</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>MENGL-163</td>
<td>25</td>
<td>19</td>
<td>76.0%</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>MENGL-169</td>
<td>67</td>
<td>50</td>
<td>74.6%</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>MENGL-173</td>
<td>24</td>
<td>15</td>
<td>62.5%</td>
<td>4</td>
<td>3</td>
<td>75.0%</td>
</tr>
<tr>
<td>MENGL-175</td>
<td>38</td>
<td>27</td>
<td>71.1%</td>
<td>1</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>MENGL-48</td>
<td>70</td>
<td>35</td>
<td>50.0%</td>
<td>4</td>
<td>3</td>
<td>75.0%</td>
</tr>
<tr>
<td>MENGL-49</td>
<td>465</td>
<td>157</td>
<td>33.8%</td>
<td>58</td>
<td>14</td>
<td>24.1%</td>
</tr>
<tr>
<td>MENGL-50</td>
<td>909</td>
<td>492</td>
<td>54.1%</td>
<td>137</td>
<td>103</td>
<td>75.2%</td>
</tr>
<tr>
<td>Overall</td>
<td>3797</td>
<td>2083</td>
<td>54.9%</td>
<td>398</td>
<td>257</td>
<td>64.6%</td>
</tr>
</tbody>
</table>
Spring 2009 Math Students

<table>
<thead>
<tr>
<th>Course</th>
<th>All Other Students</th>
<th>Drop-In Center Tutored Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Passed</td>
</tr>
<tr>
<td>MMATH-10</td>
<td>135</td>
<td>60</td>
</tr>
<tr>
<td>MMATH-101</td>
<td>151</td>
<td>106</td>
</tr>
<tr>
<td>MMATH-105</td>
<td>69</td>
<td>56</td>
</tr>
<tr>
<td>MMATH-106</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>MMATH-111</td>
<td>53</td>
<td>17</td>
</tr>
<tr>
<td>MMATH-121</td>
<td>183</td>
<td>81</td>
</tr>
<tr>
<td>MMATH-122</td>
<td>84</td>
<td>39</td>
</tr>
<tr>
<td>MMATH-130</td>
<td>63</td>
<td>24</td>
</tr>
<tr>
<td>MMATH-134</td>
<td>248</td>
<td>153</td>
</tr>
<tr>
<td>MMATH-138</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>MMATH-171</td>
<td>45</td>
<td>12</td>
</tr>
<tr>
<td>MMATH-172</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>MMATH-173</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>MMATH-174</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>MMATH-20</td>
<td>297</td>
<td>153</td>
</tr>
<tr>
<td>MMATH-50</td>
<td>44</td>
<td>24</td>
</tr>
<tr>
<td>MMATH-70</td>
<td>618</td>
<td>272</td>
</tr>
<tr>
<td>MMATH-71</td>
<td>145</td>
<td>64</td>
</tr>
<tr>
<td>MMATH-72</td>
<td>39</td>
<td>22</td>
</tr>
<tr>
<td>MMATH-90</td>
<td>843</td>
<td>428</td>
</tr>
<tr>
<td>Overall</td>
<td>3129</td>
<td>1581</td>
</tr>
</tbody>
</table>

- English students in the “All Other Student” category may have received tutoring in LB-10 while math students in the “All Other Student” category may have received tutoring one of the other three tutoring locations (LB-10, Yosemite 118, or Sierra-214).

- The above and previous page tables give an indication that tutoring improves student success in, most notably, Basic Skills and Pre-Collegiate Courses.

- Further tracking of tutored students and analysis of the tutoring programs is needed to substantiate or disprove tutoring effectiveness.
Based upon the above research and analysis, all tutoring funds for the Basic Skills and Pre-Collegiate courses have been institutionalized; in 2010 general funds monies were designated for tutoring salaries in the Writing and Math Drop-in Centers [Ref. IIA-19]. By recognizing the importance of these student support services, the college is able to redirect its limited Basic Skills funds to other initiatives.

Under the supervision of the Curriculum Committee, the college establishes and reviews prerequisites, co-requisites, advisories, and limitations on enrollment to ensure student success by placing them into appropriate courses based on their preparation [Ref. IIA-20]. The Curriculum Committee follows all guidelines set forth in Title 5 and Ed Code, and its procedures align fully with the model procedures put forth by the California Community College Chancellor's Office (CCCCO). For instance, students come to the college with a variety of backgrounds stating that they wish to major in Nursing. Through the assessment process, the students’ academic preparation are determined, and then through prerequisites and co-requisites, the college channels the students through an appropriate collection of courses so that they can expect to have necessary knowledge in place when they arrive at a certain point in a certain course, such as Biology before Anatomy and Anatomy and Chem 143 before Physiology [Ref. IIA-4]. Without enforcing established prerequisites, students would be highly unlikely to succeed in their increasingly advanced coursework.

In 2009, the college was awarded a Title 5 grant [Ref. IIA-21]. The purposes of the grant are multifaceted, encompassing a First Year Experience Program as well as support for professional development and events to foster diversity. Eligibility criteria for the allocation of professional development funds under this program include an outcomes assessment component [Ref. IIA-22].

Modesto Junior College’s Career Technical Education (CTE) courses and programs are developed and reviewed by faculty in concert with their local advisory committees. Programs review local labor market data, analyze student demand, forecast upcoming changes in industrial techniques and certifications, and design programs to meet these needs. CTE faculty and administrators complete annual plans for staffing and equipment expenditures, attend regular meetings to discuss CTE direction and expenditures, and track progress of CTE students against the core indicators. CTE leaders meet together to allocate resources, primarily dedicated CTE funds, on a split basis—a lump sum set-aside that is allocated on a rotating basis to a division for a significant program or equipment upgrade, a base amount to each area as a general allocation for overall program improvement and the remainder based on proposals for special equipment or other appropriate purposes, all based on each program area’s annual CTE plan. By allocating funds only to those programs completing their appropriate CTE review, oversight, and analysis, the college is assured that its CTE programs are regularly updated and redesigned to meet the changing educational needs of its students [Ref. IIA-23].

In contrast with labor market analysis and local advisory committee oversight for CTE course and program development, the college develops its transferable courses and programs based on the expectations of our transfer partners, primarily the California State University and the University of California. A review of the MJC Catalog shows several major programs whose expressed intent is to prepare students for transfer, and whose components are largely dictated by university expectations. Examples include computer science, English, music, and theater [Ref. IIA-4].

In the 2007-08 academic year, in response to changes in Title 5 disallowing the generic “Transfer Studies” degree, a work group of the Curriculum Committee carefully researched allowable degree types and the new “area of emphasis” designation and developed guidelines for creating a new University Preparation with Area of Emphasis degree program, establishing a variety of emphases available to students depending on their educational needs and plans. The committee authored a document entitled Guiding Principles in Developing Areas of Emphasis for Modesto Junior College V. 2 in which they described the overriding goal: “By following the recommendations on ASSIST, the student will complete the Area of Emphasis (AOE) in a given area and be prepared for transfer to his/her destination university [Ref. IIA-24].” The required courses for each AOE consist of those that are
commonly required at the most prevalent transfer destinations for MJC students, and the elective courses consist of those advised by at least one of these transfer destinations. The result is that when a student follows the recommended preparation within ASSIST for a given major at a given university, he/she will also be completing the requirements for the MJC University Preparation with Area of Emphasis. Conversely, if a student knows that he/she plans to transfer within a given field of study, by completing the requirements for the Area of Emphasis, particularly the required courses, he/she will be meeting the expectations of the most common transfer institutions in that field. Students are advised within the MJC Catalog and in person with their guidance counselors that they need to carefully select their electives in order to meet the specific expectations of their transfer destination of choice.

All told, in the 2011-2012 MJC Catalog, students have the option to complete 22 different Areas of Emphasis within the Associate of Arts in University Preparation, 35 other Associate of Arts degrees, 59 Associate of Science degrees, 73 Certificates of Achievement, 27 locally approved Skills Recognition awards, and two special Certificates of Achievement in CSU General Education and IGETC General Education. This diversity of offerings is touted by counselors and outreach recruiters from the college on a regular basis as allowing students to meet their varied educational needs [Ref. IIA-4].

As new transfer-level courses are created, faculty authors are required within CurricUNET, a curriculum management system, to list lower division “comparable courses” at CSU and UC campuses. The Curriculum Committee Technical Review Team, including the MJC Articulation Officer, ensures that these fields are completed [Ref. IIA-25]. Upon approval of the course by the Curriculum Committee, the Articulation Officer begins the process of establishing course-to-course articulation agreements with other colleges. This process is designed such that MJC’s transfer-level courses are articulated to many colleges across the state and that they are at the appropriate freshman/sophomore level versus the junior/senior level, pursuant to the mission of the community colleges. By ensuring that MJC courses are not upper-division in design or content, MJC students are protected from the frustration of being told by a transfer institution that they must retake course material taken at MJC because it is offered as upper division at the university.

The Curriculum Committee also reviews and recommends all submissions for consideration for placement in CSU General Education areas and IGETC areas. The MJC Curriculum Committee has adopted a very thorough approach to comparing courses against category descriptors and only submitting those that are appropriate. Because of this ‘filter first’ approach (as opposed to the ‘send everything and see what gets approved approach’), MJC has a very high approval rate [Ref. IIA-26].

<table>
<thead>
<tr>
<th>CSU-GE Pattern</th>
<th>Submitted</th>
<th>Approved</th>
<th>IGETC Pattern</th>
<th>Submitted</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2005-06</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2006-07</td>
<td>18</td>
<td>16</td>
<td>27</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>14</td>
<td>12</td>
<td>8</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>12</td>
<td>11</td>
<td>17</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>82</strong></td>
<td><strong>69</strong></td>
<td><strong>83</strong></td>
<td><strong>76</strong></td>
<td></td>
</tr>
</tbody>
</table>
In spring 2010, the California legislature enacted SB1440 which empowers community colleges to develop Associate degrees consisting of 60 transferable semester or 90 transferable quarter units, a minimum of 18 semester units or 27 quarter units in a major or area of emphasis, and completion of either the IGETC or CSU GE-Breadth General Education patterns. As required by the law, MJC has developed and approved 2 Transfer Model Curricula Aligned degrees: Communications Studies or Transfer and Math Studies for Transfer [Ref. IIA-27].

In addition to for-credit courses and programs, the college has a small non-credit program. As per guidance from the State Chancellor’s Office, long-standing non-credit offerings for older adults have been shifted to the not-for-credit Community Education realm in 2010 [Ref. IIA-4]. The remaining non-credit programs consist of a successful and popular collection of English as a Second Language courses, whose purpose it is to lead students through the fundamentals and into for-credit ESL courses and then mainstream courses, a small number of Workforce Skills classes offered through Contract Education, and Supervised Tutoring courses (formerly recorded as College Skills). Going forward, the college will be focusing on maintaining and expanding its Supervised Tutoring activities within Integrated Learning Resource Centers on each of its campuses.

Modesto Junior College develops and promotes programs and courses consistent with the diversity, demographics, and economy of its service communities. The MJC Catalog reflects diverse course offerings covering the breadth from basic skills to transfer level to CTE. For example, the college offers a Certificate of Achievement as an Artificial Insemination Technician, with extraordinarily practical and hands-on coursework, and a University Prep: Area of Emphasis A.A. degree in Mathematics, with coursework containing the most abstract concepts of Differential Equations and Linear Algebra. Courses range from a basic skills spelling course up through advanced math courses.

The college offers one program specifically addressing diversity, a Skills Recognition Award in Ethnic Studies. The program consists of a six unit core plus nine units in either an International Studies Option or a Domestic Studies Option [Ref. IIA-4]. The purpose of the program, as stated in a sample letter to employers is “…to teach individuals how to understand, interpret, and respond to the cultural ideas and experiences of others effectively [Ref. IIA-28].”

In addition to for-credit courses and programs, the college actively promotes a number of community outreach activities designed to incorporate MJC faculty, staff, and administrators into the community outside the college grounds. One example is the Civic Engagement Project. Quoting from their website [Ref. IIA-29]:

“The purpose of the MJC Civic Engagement Project is to promote responsible social stewardship as a primary value in higher education. The program is a joint venture between the Yosemite Community College District, Associated Students (ASMJC) and the League of Women Voters of Modesto. The project has four areas of interest:
- Film & Lecture
- Environmental (Project Green)
- Multicultural Education
- Voter Education”

Another outreach program is the Modesto Area Partners in Science (MAPS) [Ref. IIA-30]. The MAPS program describes itself on its website:

The Modesto Area Partners in Science (MAPS) lecture series has operated since 1990 to foster science education in our community for youths through adults. Once a month during the academic year, MAPS offers stimulating free science programming, bringing educators and local citizens into contact with scientists and mind-expanding ideas.

MAPS program coordinators bring in a variety of speakers intended to reflect the diversity and demographics of the community. For instance, in spring 2009 one of the keynote talks was entitled, “Kings and Queens, Tombs and Temples – Archaeologist Ellen Bell shares her recent Mayan archaeological work in Copan. See hidden temples, hieroglyphic stairways, and the skeleton of the founder of Copan.”
Another outreach from the Science, Mathematics, and Engineering Division is the weekly Science Colloquium [Ref. IIA-31]. Coordinators bring in speakers from across the community to speak about issues of interest to both the campus community and the community at large. Recent speakers included Bobby Hutchison, Professor of Sociology, discussing the Biology of Homosexuality; John Arnold of Farmland Management Services discussing Sustainable Farming; and former MJC/current UC Merced student Alla Sbeta discussing An Exploration of the Diversity of Sierra Nevada Freshwater Invertebrates: Insights from Modern Tools.

The Agriculture department is particularly active in the community and regularly participates in and provides programs that reflect the diversity, demographics, and economy of the community. As a division and through individual program areas and student clubs, the Agriculture department provides opportunities for students and staff to be intimately involved with the agriculture community. Examples include, but are not limited to, the following: Future Farmers of America (FFA) Field Days, FFA State and National Judging Competitions, Tractor and Truck Pull Day, Annual Plant Sales, and Agriculture Hall of Fame Dinner [Ref. IIA-32].

The annual Celebration of the Humanities, in its fourth decade, has been institutionalized at the college [Ref. IIA-33]. The Celebration reflects the diversity, demographics and economy of its communities through a student fine arts competition in over twenty different categories. The festival is free to the community.

The Community and Economic Development Division of the college provides an array of responsive, targeted offerings to meet the needs of a variety of community entities and individuals. The units of Community and Economic Development are part of the college’s entrepreneurial programming related to labor market responsiveness and personal enrichment.

Community Education offerings are provided according to Board Policy and Education Code 78300 [Ref. IIA-34]. Proposed offerings in allowable categories are evaluated for their potential contribution to the “physical, mental, moral, economic or civic development of the individuals or groups enrolled in it.” Community Education includes the sponsorship of an emeritus college entitled the Modesto Institute of Continued Learning (MICL) where older adults engage in a variety of intellectual, social and physical pursuits. The membership of the organization is now over 200 strong.

Community Education recently conducted a formal program review with the national organization for community education entitled LERN. During that review several suggestions for program improvement were identified and instituted by the unit. As a result, each offering is now evaluated using the online evaluation system and decisions related to programming and budget are driven by data gathered through the Lumens registration and operations system [Ref. IIA-35].

Corporate College and customized, contract training are developed in response to the needs of business and industry. Program staff members from the Workforce Training Center conduct “front end analyses” to determine the precise interest and needs of corporate clients [Ref. IIA-36]. This process is followed by a program design phase including in most cases, the expertise of academic and vocational faculty and division leadership. Finally, clients within the district service areas, who pay directly for these customized programs and related services, also evaluate the quality of offerings. These evaluations are used to improve services to current and future clients.

International Contract Programs are delivered to specific populations of international students and these programs are supported by government funds [Ref. IIA-37]. Grant resources are utilized to support these J-1 visa students from various parts of Central America and the Caribbean. Student support services are offered through these grant funded programs as well as the regular international student population attending Modesto Junior College [Ref. IIA-38].

Valley Charter High School/Middle College Academy, hosted in concert with the Stanislaus County Office of Education, allows high school students to enroll in college classes while attending grades 11 and 12.
on the college campus [Ref. IIA-39]. Early College High School students take their high school course requirements on campus in the afternoon hours and enroll in selected college courses during morning or evening hours. Many students graduate high school with a significant number of college units on their transcripts.

Modesto Junior College relies upon research and analysis to identify student learning needs in a number of ways, ranging from individuals researching effective instructional techniques or new technology, to departments completing their annual program review, to the many varied activities of the MJC and YCCD Research Departments. Recently, for example, the college research office gathered data pertaining to grade point averages and transfer rates among MJC’s student athletes that revealed that 21 of 22 teams had team GPAs above the college-wide average and that recent participants in student athletics have transferred at roughly twice the rate as the overall student average [Ref. IIA-40].

Program review at Modesto Junior College has taken many forms over the years. However, the college made a substantial effort to revise its process, starting with a pilot project in 2006-07. A small number of departments volunteered to work through the Microsoft Word form and provide feedback for improvement. A larger group did a similar task for 2007-08 and the college launched the process across all instructional departments for the 2008-09 academic year [Ref. IIA-41]. In addition, program review was expanded to include student services and administrative units for the 2009-10 year [Ref. IIA-42, 43].

Commencing in fall 2011, the college is launching an online program review (PRNet) module within CurricUNET. This online database will house all types of program review – Instructional, Student Services, Blended Instructional and Student Services, and Administrative Unit [Ref. IIA-44]. Components of program review include analysis of staffing, resource requests for subsequent years, and a requirement to analyze the effectiveness of resource allocations from previous years. Research within instructional program reviews include trend analysis for fill rates, course time of day offerings, location, and modes of instruction; faculty trends – who has been teaching classes in the program; and analysis of student retention and success. This program review module will display each item over a 5-year time span, as both a table and a graph, and require the program to record their analysis within each category. The analysis will then be reviewed by the program manager, the Program Review Work Group, and the Planning & Budget committee.

For student services programs, a similar trend analysis will include the demographics of the students in a given program; the number of students enrolled; and the number who attended orientation, took assessment tests, have an educational plan on file, and were placed on academic probation or dismissed. Administrative units will analyze overall unit operations, effectiveness of staffing and assignments, and allocation of resources.

Modesto Junior College is very active in establishing and assessing Student Learning Outcomes. In 2008, a four-year cycle of assessment of SLOs was established with the goal of all courses being assessed at the end of that cycle [Ref. IIA-45]. As of fall 2008, each active course has developed course level student learning outcomes (SLO). For the 2010-11 MJC Catalog [Ref. IIA-4], the college published Program Learning Outcomes for forty-two different educational programs, with a goal of publishing Program Learning Outcomes (PLO) for 50 percent of its programs in the 2011-12 MJC Catalog and 100 percent by the 2012-13 MJC Catalog. While the institution did not meet its goal of 50 percent by 2011-12, the Assessment Work Group has put together plans to facilitate the accomplishment of this goal.

All student service areas have formulated Service Area Outcomes (SAO) and have begun assessing their effectiveness in meeting those goals. All administrative units have established Administrative Unit Outcomes (AUO) and have begun assessing those as well [Ref. IIA-46].

College-wide, assessment of outcomes has been ongoing on a departmental level for several years, but has lacked synthesis until recently. In fall 2009, the Accreditation/Institutional Effectiveness Committee chartered the Assessment Work Group, co-chaired by the Assessment Coordinator, the
Director of College Research and Planning, and the Program Review Coordinator with representation across all affected constituencies [Ref. IIA-47]. The work group developed a clear charge:

**Charge of the Assessment Work Group:**

A. Facilitate assessment processes
   1. Train faculty/staff in writing SLOs, SAOs, and AUOs
   2. Train faculty/staff in assessing SLOs, SAOs, and AUOs

B. Receive assessment data from electronic program review reports at the division, service area, and administrative unit levels

C. Compile, organize, and summarize report data and findings (including best practices and/or changes from divisions, service areas, administrative units, and programs) in an annual Comprehensive Assessment Report

D. Submit Annual Comprehensive Assessment Report to Accreditation/Institutional Effectiveness Committee for use in strategic planning and resource allocation

E. Facilitate dialogue in divisions, departments, programs, service areas, and administrative units
   1. On SLO, SAO, AUO assessment results
   2. On Annual Comprehensive Assessment Report

F. Assist divisions, departments, administrative units, service units, and programs in refining assessment plans and/or processes

The work group has been extremely effective. They have conducted training sessions, received and reviewed assessment data, compiled two annual Comprehensive Assessment Reports [Ref. IIA-46, 47, 48], and reported to the Accreditation/Institutional Effectiveness Committee.

The compilation process for the report in spring 2010 was complicated by a lack of uniformity among submitted reports. Each department reported its results in a way that made sense on a local level, but institutionally it became difficult to compare results across multiple areas and compile results into useful categories. In addition, without a central repository for all assessment data, the members of the Assessment Work Group were given the challenge of collecting and compiling results before analysis. The Assessment Work Group addressed this challenge by creating a standardized reporting form for institutional use [Ref. IIA-49]. At the local level, departments are free to compile data in the most useful form for their own discussion and improvement; however, the use of the standardized form made the development of the 2011 Comprehensive Assessment Report much easier.

In fall 2011, the college will launch an Outcomes Assessment module within CurricUNET. The module was designed by the Accreditation/Institutional Effectiveness Committee with input from the Assessment Work Group to gather comparable assessment results across all areas [Ref. IIA-50]. By using a database to house this information, faculty, staff and administrators across the college continue to use authentic assessments and house results in a more uniform and institutionally accessible manner. The Outcomes Assessment module presents the user first with a drop-down menu asking to identify the type of outcome – SLO, SAO, AUO, PLO, GELO (General Education Learning Outcome) – then presenting them with five direct input items:

1. **State Outcome**
   *Provide the complete statement of the outcome being assessed.*

2. **Assessment Instrument**
   *Describe the assessment instrument that is being used, how and by whom it was administered, and to whom it was administered.*

3. **Results**
   *Provide the data/results from this assessment. (The facts and raw numbers, with sufficient description to understand the data/results.)*

4. **Analysis of Results**
   *Provide your program’s analysis of the data/results.*

5. **Action Plan**
   *Please indicate your program’s overall response to this assessment.*

   User selects one of these choices
   a. *We are comfortable with this outcome and will be checking a different one next time.*
b. We need to adjust and/or revise some aspect of this outcome and re-check it again.

If this is selected, the user is prompted for an Action Plan.

Provide an action plan on what will be altered before this outcome is reassessed. Include reference to what will be modified, by whom, and when.

Use of this Outcomes Assessment database module will allow the Assessment Work Group to prepare tables of outcomes and results. After launching PRNet, the Comprehensive Assessment Report should be substantially simpler to produce. For programs receiving allocation of resources in response to Action Plans and/or requests based on Outcomes results, PRNet automatically populates certain fields in the following year requiring information about the effectiveness of Action Plans and/or resources. In addition, the Outcomes Assessment module will import information about the number of outcomes assessed in any given area and action plans directly into the program review module within CurricUNET. A follow-up window within program review will ask the reviewers to consider whether they’re making the appropriate progress toward overall assessment of their courses and programs, and highlight the specifics noted in action plans.

Self Evaluation

While the institution is making progress toward assessing its programs, the standard has not yet been met. The campus culture is beginning to accept a more data driven/assessment-based model, for over two-thirds of the faculty, staff and administrative respondents to the spring 2010 MJC Climate Survey “agreed” or “strongly agreed” that the college “makes a conscious effort to assess how well learning is occurring” and “makes a conscious effort to make changes to improve student learning [Ref. IIA-12]”. There is some evidence that the college’s recent efforts to promote student success are beginning to have a positive impact, as witnessed by the fact that course-level retention and success rates increased steadily between fall 2007 and fall 2009, rising from 81.2 to 83.2 percent and from 62.7 to 63.5 percent, respectively [Ref. IIA-51]. Despite this positive sense among campus stakeholders, the Comprehensive Assessment Report does not reflect that program level assessment is yet underway. PLOs are developed for some areas; however, the task is not complete across the institution.

The college considers the educational preparation, diversity, demographics, and needs of its learners when developing and promoting educational programs. Consistent with the data-driven decision making model under which the college strives to operate, various types of research (from CCSSE to Industry Surveys) are taken into account when identifying student needs and making plans to accommodate them.

Although the college has initiated campus-wide discussion of the results of the CCSSE, CCFSSE and Campus Climate Survey, at the time of this writing there was a need for broader discussion of research results and integration into program planning. In addition, the college acknowledges that it needs to ensure all CTE programs follow a two-year review cycle. However, the former of these items is in the planning stages and the latter is addressed elsewhere in this document.

Planning Agenda

The college is confident in its current efforts and directions in identifying, planning for, and meeting the varied educational needs of its students. Its departmental program reviews, institutional research, and college-wide discussions are consistent with the diversity, demographics, and economy of its community. The college increasingly relies on research, evaluation, and assessment to identify student learning needs and growth; however, there is still progress to be made in this area. To improve college-wide communication with regard to relevant institutional data, the college will broaden dissemination of data and participation in dialogue concerning the results of research pertaining to the effectiveness of its student learning and support programs.

The Assessment Work Group will continue to work with Deans and Faculty to develop PLOs and institute a regular cycle of PLO assessment. The work group is also developing an assessment plan.
for GELOs. When these levels of assessment are in place, the institution will be assessing all of its courses, programs, degrees, certificates, and services.

To best serve students, MJC will continue to monitor the development of Transfer Model Curricula and will continue to develop TMC Aligned degrees for transfer students. Likewise, in order to best serve CTE students, the Career Technical Education programs will be reviewed bi-annually according to scheduled rotation.

**II.A.1.b.**

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Descriptive Summary**

Modesto Junior College utilizes face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to meet the objectives of course curricula and needs of its students. The different modalities of instruction enable students to complete their educational goals: preparation for transfer to university, degree attainment, job retraining, or personal enrichment.

Traditional “face-to-face” classes are offered starting as early as 6:30 a.m. and as late as 8:10 p.m. on weekdays to accommodate the scheduling challenges students face [Ref. IIA-52]. Many students at Modesto Junior College are employed in addition to attending classes, and early morning or evening classes are vital for some students’ success. Saturday classes are also offered during the semester. Programs and courses are offered year-round, including regular, late start, and short-term classes. Faculty members select the most appropriate method of instruction for courses in their disciplines based on intended outcomes and student population. Some courses are offered in more than one instructional modality, based on student needs.

The college posts the **MJC Class Schedule** online. For students and community members who wish to receive a copy of the **MJC Class Schedule** the Office of Instruction will provide either and electronic or printed copy. Electronic copies are provided to the Counseling Department and to Library Staff [Ref. IIA-53]. The Office of Instruction maintains a database of individuals who have requested hard copies in the past, and copies of the schedules are mailed each term to them. Students can find information on distance education offerings at the Online Services for Students college webpage [Ref. IIA-54]. In 1998, Modesto Junior College offered its first online class, and the distance education program has been growing every year since that time. Prior to that time, distance education consisted of a small collection of commercially produced telecourses coordinated and assessed by faculty, and a small contingent of instructors providing live (or tape-delayed) instruction over a dedicated cable TV channel. The college now offers approximately 85 courses with 173 online sections each semester. The growth of the online component of the college’s distance education program has allowed students to complete a number of their certificates or degrees online in a number of programs. Cited in the 2009 **MJC Institutional Effectiveness Report**, enrollment in all distance education courses at the college experienced a 35.1 percent increase from Fall 2006 to Fall 2009 and a 52.6 percent increase from Spring 2007 to Spring 2009 [Ref. IIA-55]. The number of distance education sections has increased over 22 percent in the same time frame (Fall 2006 to Fall 2009, Spring 2007 to Spring 2009). Generation of online FTES for the college also shows an increase: 45.5 percent for Fall 2006 to Fall 2009; 67.0 percent for Spring 2007 to Spring 2009. Over 90 percent of all MJC distance education utilized the internet mode of instruction. The 2010 **Institutional Effectiveness Report** [Ref. IIA-51] has more current data regarding distance education beginning on page 46.

Modesto Junior College has increased distance education offerings to meet student needs. Some students experience challenges with transportation, child care, and work; distance education courses offer another avenue of attainment educational goals. Students are able to complete 100 percent of their local general education requirements online, and Modesto Junior College offers 102 programs which have at least 50 percent of their program unit/course requirements approved with some type of distance education modality [Ref. IIA-56].
Modesto Junior College follows good practices in the course approval process and reviews and approves distance education proposals separately from the course outline. Faculty must complete a distance education addendum for each course proposal requesting any form of distance education (online, hybrid) [Ref. IIA-57]. The addendum is scrutinized by the division’s representative to the campus Curriculum Committee, the Division Dean, Technical Review Committee members, and finally by the Curriculum Committee to ensure effective instructor/student contact is present and course objectives are met in an online format.

The institution offers extensive training and support to instructors designing and teaching distance education courses. Faculty support is provided by the faculty Coordinator of Distance Education [Ref. IIA-58]. This 100 percent re-assigned time position provides support to those faculty and staff needing training in the use and management of the Blackboard Learning Managements Systems (LMS) and other technology-related issues. The coordinator also serves as the Blackboard System Administrator at MJC. System related support issues flow through the System Administrator who is able to forward cases to the Blackboard Corporate level when additional support is necessary. Web-related support has been developed in the form of FAQs, User Tutorials, User Manuals, an Online Learning Guide, and related published information. These resources are housed on the MJC web site and are available to all visitors, faculty, staff and students [Ref. IIA-59].

Until fall 2010, Modesto Junior College had a Coordinator of Distance Education who provided several opportunities throughout the year for faculty to participate in a “Faculty Online Learning Academy.” These sessions provided instructors interested in learning to teach online with the needed pedagogical knowledge and course-design skills related to teaching an online or a hybrid class. Participants learned how to use the Blackboard Learning Management Systems (LMS) along with the needed “procedural knowledge” related to accessing online student services and other support resources [Ref. IIA-60]. Over the past eight years, over 80 faculty members have completed these “hybrid” trainings consisting of seventeen hours of face-to-face instruction with additional required “online activities.”

In fall 2010 the college created a Distance Education Advisory Committee (DEAC) to better address faculty needs [Ref. IIA-61]. In January 2011 the Distance Education Advisory Committee offered a kick-off event for the new “Learning Online Faculty Community” which was attended by 17 instructors who began many conversations about online teaching. Subsequently, DEAC launched the “Learning Online @ MJC website as a central repository for all information related to online instruction as well as a place where those conversations could be continued [Ref. IIA-62].

The Office of Instruction and the Academic Senate have initiated a new Teaching and Learning Seminar Series in 2010 in response to faculty’s identified needs in technology training and professional development in teaching online [Ref. IIA-63]. These needs have been identified through each instructional area’s program review. Through the assessment process of SLOs, faculty members have requested professional development and training. Additionally, in the college’s spring 2010 MJC Climate Survey, 64.4% of faculty noted the need for more institutional support and training in distance education [Ref. IIA-12]. The teaching and learning seminar series presents an opportunity for faculty dialogue and discussion in achieving student success at MJC.

Most of the college’s student support services are now offered online to benefit all students at MJC. Students are able to apply for college, register for classes, apply for financial aid, order textbooks from the bookstore, meet with a counselor, research papers at the library, and meet with a math or English tutor all in an online environment [Ref. IIA-64]. The college’s website was redesigned in 2008 so that it is more user-friendly and provides access to all the information a student needs to get started with online courses. This growth and development in the college’s online instructional and student support services is consistent with the mission to provide innovative instructional and student support programs that respond to the educational needs of its diverse community.
**Self Evaluation**

The college meets the Standard. All instructional programs meet the mission of the institution, regardless of location and/or modes of delivery. According to a 2009 Community College Week Analysis of U.S. Department of Education Data, among two-year colleges, MJC ranked 17th in awarding degrees and certificates in Agriculture, Agricultural Operations and Related Sciences during the 2007-08 academic year [Ref. IIA-65]. Agriculture is a dominant industry in the Central Valley; the variety of agriculture curriculum offerings illustrates the institution’s commitment to meet community needs.

Evaluation of delivery methods has been conducted on an ongoing basis as evidenced by data reported in the annual *Institutional Effectiveness Report* which includes successful course completion rates and persistence in face-to-face instruction versus distance education methodology. In addition to being included in annual program review, this information is reviewed by the Academic Senate, the Instructional Administrators’ Council, and faculty in departmental and division meetings [Ref. IIA-66]. Recommendations for improvements are made as a result of these discussions. For example, the retention and success differentials between live and online courses for individual instructors are now being taken into consideration in determining instructor assignments.

In reviewing the online student success data, the college recognizes that the numbers are, for the most part, below those for face-to-face instruction [Ref. IIA-51]. MJC has recently re-engineered its commitment to distance education through the creation of the Distance Education Advisory Committee comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students. In addition, benchmarks for online student success data (including course completion and persistence rates) have been set by the newly formed Student Success Advisory Committee with strategies developed to increase these numbers [Ref. IIA-67].

As a result of the closer scrutiny being paid to retention and success differentials between distance and non-distance learning modes of delivery the gap has begun to narrow slightly, with the overall retention differential declining from 8.2 percent in fall 2006 to 6.1 percent in fall 2009 and the success gap narrowing from 10.6 to 9.7 percent over the same time period [Ref. IIA-51].

**Planning Agenda**

Faculty in individual departments will review data comparing students in online sections with those in face-to-face sections as part of the college’s program review. The college will develop and implement improvement plans with the goal of reducing both rate differentials to below five percent by Fall 2014.

**II.A.1.c.**

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

**Descriptive Summary**

Modesto Junior College has identified Student Learning Outcomes for all of its courses and for 57 of its programs, degrees and certificates. In 2008-09, faculty began assessing and compiling data for course level SLOs. In fall 2010, the Accreditation/Institutional Effectiveness and Planning and Budget Committees collaborated to establish a process to allocate resources to support improvements in courses or program areas based on assessment results submitted through the program review process at the college [Ref. IIA-68].

Area faculty have developed authentic assessments for course-level SLOs and have begun evidence collection following a four-year schedule established by the faculty [Ref. IIA-45]. MJC instructional areas have identified SLOs for all courses offered, and course-level SLOs are housed in the instructional division offices. Course-level SLOs are communicated to students on all course syllabi [Ref. IIA-69]. Faculty began writing course SLOs in 2007; as part of the evaluation cycle, faculty members are...
continually engaged in the process of revising and redefining course-level SLOs.

The college began developing learning outcomes for its degrees and certificates in 2009-10. To date, MJC has identified Program Level Learning Outcomes (PLO) for 57 programs, degrees and/or certificates; most of these PLOs are published in the 2011-12 MJC Catalog [Ref. IIA-4]. All PLOs are aligned with course SLOs. The institution began the process of developing PLOs by providing professional development support to faculty teams from various disciplines through a program-mapping workshop in August 2009. In the summer 2010 a team of faculty members and instructional administrators attended the White Water Institute to engage in further study concerning outcomes development and assessment [Ref. IIA-70]. The institution supported college-wide assessment workshops in January, which provided opportunities for faculty to continue the development of Program Learning Outcomes [Ref. IIA-71]. The Assessment Work Group has offered training on program mapping and writing and assessing PLOs throughout the year to accomplish the goal and will continue to do so [Ref. IIA-72].

MJC has approved General Education Learning Outcomes (GELO) [Ref. IIA-73]. The existence of GELOs provides a consistent set of SLOs for students completing a degree and creates uniformity in student preparation at the A.A. or A.S. degree level regardless of area of emphasis, degree area, or transfer pattern. GELOs are published on page 68 of the 2011-12 MJC Catalog [Ref. IIA-4].

For course SLOs, MJC instructional areas have completed a Student Learning Outcome: Assessment Plan for the period of 2009-12 as a schedule for faculty to follow in identifying courses requiring assessment of SLOs [Ref. IIA-74]. This schedule provides a structured minimum cycle of assessing an estimated 25 percent of courses in each instructional discipline (e.g. math, art, business administration, etc.) In following the process, the institution will ensure that all course SLOs have gone through at least one cycle of review by 2012. In fall 2010, the Assessment Work Group asked that all SLO assessment plans be updated to accommodate the next segment of the four-year plan. All plans have successfully been updated to include assessment of courses missed in previous cycles and to accommodate re-assessment based on action plans and allocations. This updating of the four-year plan takes place at the beginning of each academic year to ensure that no courses are missed.

The college began the process of assessing service area outcomes (SAO) and administrative unit outcomes (AUO) during the 2009-10 academic year. The 2011 Comprehensive Assessment Report shows a 28 percent increase in assessment of AUOs (from 20 percent in 2009 to 48.3 percent in 2010) and a 16 percent increase in SAOs (0 in 2009 to 15.9 percent in 2010) [Ref. IIA-46]. To increase awareness of the importance of assessing AUOs, managers presented results of operational outcomes as part of the fall 2010 Institute Day [Ref. IIA-75].

The curriculum process at MJC does not presently require inclusion of PLOs in the submission for approval of degree or certificate programs. The course outline approval and degree review process is not yet integrated with the development, evaluation, and assessment of SLOs and PLOs.

Self Evaluation

While the institution has made significant progress toward meeting this standard, it is not yet met. The institution has identified Student Learning Outcomes for all of its courses, but it has not completed that process for all of its programs, certificates, and degrees. Additionally, while the institution has made significant progress in assessing student achievement of course-level learning outcomes, it has yet to begin assessing learning outcomes at the program, certificate, and degree levels. The institution has begun to use assessment results to make improvements in teaching and learning, and as MJC begins to assess PLOs and GELOs, those results will also be incorporated in the decision-making model.

Planning Agenda

The institution must finalize a plan for assessing PLOs and GELOs in order to complete assessment at all levels. In order to facilitate the accomplishment of these goals, the Assessment Work Group will:

- Facilitate ongoing dialogue and encourage participation in the assessment process
Work Group members are representatives for the divisions and service areas, and assessment has widely become a standing agenda item in many division meetings. Additionally, the work group will hold more workshops in the topic areas of SLO assessment, program mapping and PLO development.

- **Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness**
  The Work Group has an active webpage where the assessment process is identified and is available for reference by all faculty, staff and administration. Additionally, the upcoming ProgramReviewNet (PRNet) application is designed with this concept in mind and is programmed to inquire about results and the status of all action plans identified.

- **Use institutional timeline to integrate outcomes assessment processes.** (See Integrated Planning and Budgeting Processes’ Timelines of Activities and Committees Work Groups Integrated Planning and Budgeting Timelines)
  On the Assessment webpage, the work group keeps an up-to-date grid of the institution’s assessment schedule. This grid is also housed at divisions, departments, and administration areas throughout the college.

- **Monitor offerings and adjust assessment schedule as necessary**
  The Assessment Work Group meets twice a month and representatives make reports about any changes to the assessment schedule if or when the circumstances dictate.

- **Assign more point people to collect data**
  Although the Work Group has grown in membership, there are still areas of the institution which are underrepresented or lack representation.

- **Create a template of scheduled meetings, outgoing notifications, etc.**
  The Work Group would like to schedule additional training sessions for all areas of the institution in SLO, AUO, SAO assessment and program mapping. Training sessions for PRNet will also be scheduled when the application is ready to introduce to the institution at large.

- **Recommend changes to program review documents to integrate all service areas more fully and to include comprehensive assessment reports**
  The Work Group plans to engage in further dialogue with the Accreditation/Institutional Effectiveness Committee about the relationship between assessment and its function in program review.

- **Finalize how and where in the general education core GELOs will be assessed**
  The Work Group currently has a rough draft of a general education assessment plan, which will be developed and approved in the academic year 2011-12 (see Assessment Work Group webpage).

**II.A.2.**

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a.**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
Descriptive Summary

In accordance with District Board Policy 6020 - Program and Curriculum Development, courses and programs are conceptualized, created, and evaluated in accordance with the college's mission statement and student and/or community needs or interests [Ref. IIA-76].

As required by California Education Code, faculty play a central role in the conceptualization and design of course and program offerings. Following established course-development procedures, course proposals and outlines are discussed with appropriate academic administrators, the Curriculum Committee, and other department members prior to formal writing and submission to the Curriculum Committee. The Curriculum Committee, the Academic Senate, the Vice President of Instruction, the President, and the Board of Trustees are involved in the development, review, and approval process of all academic courses, programs, certificates, occupational skills awards, and degrees. In the final approval step, the Board of Trustees relies primarily upon the recommendation of the faculty in academic and professional matters, as required by California Education Code. Quality review and the approval process begin with instructional faculty, who are the content experts.

All prerequisites, co-requisites, recommended preparation courses, and course limitations are reviewed and validated (e.g. see earlier data regarding English 49 and Reading 50). Following the technical review, course additions, changes, and deletions are presented to the Curriculum Committee for consideration. The membership of the Curriculum Committee can be found on the Curriculum Committee website and exemplifies diverse representation [Ref. IIA-20].

Over the summer of 2008, instructors identified Student Learning Outcomes for all courses and sent SLOs to division secretaries where they are kept on file. Since then, Instructional Administrators’ verify inclusion of SLOs when they collect syllabi for all courses taught.

Self Evaluation

The college meets the Standard. Although the college is still transitioning to a culture of assessment, the college is making significant progress toward achieving its assessment objectives. Incentives for participation in outcomes assessment have been incorporated into the college’s criteria for resource allocation [Ref. IIA-77]. Additionally, since participation in SLO assessment is now widely regarded as among the “standards of performance common to the profession” [Ref. IIA-78] it is now incorporated into the performance evaluation process at Modesto Junior College. Finally, beginning in fall 2010, the college refrained from assigning overload classes to instructors who had not completed scheduled course-level SLO assessments. With the support of the Academic Senate, the Accreditation/Institutional Effectiveness Committee and the administrative team, Modesto Junior College is on schedule to meet ACCJC’s stated objective of institutional proficiency with regard to outcomes assessment by 2012.

Planning Agenda

None

II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

Modesto Junior College Career Technical Education (CTE) instructional areas have active advisory committees comprised of various constituency groups to help inform and validate currency of the programs. All CTE programs are required to meet
annually with industry advisors to review their curricula and industrial-related issues pertinent to each program. Advisory Committees include discipline faculty and members of the local business community most likely to employ program completers. They recommend changes that will result in program improvement.

Each year, the college hosts an advisory meeting for all CTE advisory committee members. This end of the year meeting is an opportunity for CTE programs to discuss core indicator data, review annual action plans and develop improvement activities to address the performance gaps indicated in the data [Ref. IIA-7].

Licensure examination pass rates indicate that MJC’s graduates are doing extremely well with these examinations. Those programs which have licensure examinations focus on aligning curriculum with the testing and other aspects of the discipline. Demonstrating high pass rates in these programs is a good indication of the quality of that alignment [Ref. IIA-51].

Many instructional and student services programs have advisory committees that assist in developing new programs and review curriculum. These committees are composed of students, faculty, staff and industry and community partners. Specific examples of such advisory committees are evidenced in Honors, Learning Communities, Matriculation, Extended Opportunity Program & Services (EOP&S), Disabled Students Programs and Services (DSPS) and the Child Development Center [Ref. IIA-79, 80, 81].

See descriptive summary for standard II.A.1.c for narrative on faculty participation in the development of SLOs, PLOs, and GELOs. This section also describes the cycle of assessment at MJC.

Self Evaluation

The college meets the Standard. Modesto Junior College relies on faculty expertise and the assistance of advisory committees where and when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes through the program review process as well as external licensure exams. Through input from advisory committees, CTE programs ensure student progress toward achieving their educational goals and industry requirements.

While programs such as Nursing that require licensure examinations are highly conducive to program-level SLO assessment, other CTE programs are more problematic in this regard. In particular, data pertaining to job placement and employer satisfaction with program graduates have been notoriously difficult to collect and maintain throughout the community college system. In the 2010 Institutional Effectiveness Report, the college has started to collect and evaluate job placement through the California Community Colleges Chancellor’s Office Reporting Services on Perkins IV [Ref. IIA-51]. Since a successful search for employment in the field of study and the satisfaction of employers with program graduates performance are among the most important indicators of program-level SLO achievement in career-technical fields, it is essential that the college take steps to address the need for such data.

Planning Agenda

The college will develop Student Learning Outcomes and assessments for all programs, degrees and certificates by Fall 2012. Additionally, the college will develop mechanisms for collecting data regarding the job placement of students who complete career-technical programs and the level of satisfaction of employers who hire program graduates.

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Title 5 and Accreditation Standards mandate periodic curriculum review. In order to meet the requirements, each college department examines
its course offerings and degree patterns every five (5) years to ensure that Modesto Junior College is meeting the accreditation standards.

One of the main responsibilities of the Curriculum Committee is to ensure course outlines of record include the appropriate breadth, depth, and rigor. In addition to ensuring academic integrity of course outlines, the Curriculum Committee also reviews the impact of course proposals on programs. In spring 2008, the Curriculum Committee proposed and approved a process for a systematic review of curriculum offered at MJC. This was also approved by the Academic Senate. A five-year cycle of Curriculum review matrix was created and implemented in fall 2008 [Ref. IIA-82]. Each semester, approximately eight to ten departments are responsible for updating course outlines and reviewing their programs. The review process is as follows:

Procedure for departmental curriculum review:

1. According to the college curriculum review cycle: review, revise and update all course outlines of record to meet current curriculum standards assuring that there are measurable Student Learning Outcomes for every course.

2. Review and update prerequisites, co-requisites, advisories, and limitations on enrollment.

3. Indicate methods to assure that students achieve the stated learning outcomes for courses regardless of instructor, location, or method of delivery.

4. For departments offering degrees and certificates, review program outcomes to assure that they are designed with the appropriate breadth, depth, and rigor to meet general education, transfer, or employment standards.

5. Review the sequencing of classes to assure that there is a logical progression from one course in the sequence to another.

6. Review offerings to assure that the student is able to complete the program in an appropriate length of time (two to three years typically.)

7. If transferable, compare courses with courses at transfer institutions and update articulation agreements.

The college has set up a five-year curriculum review cycle for all departments on campus. It may be found on the MJC Curriculum website for reference [Ref. IIA-20].

On the scheduled date of curriculum review, full-time departmental faculty attend a designated curriculum meeting to describe course and program review specifics, answer questions from committee members, and make changes identified during the meeting. It is highly recommended the appropriate division dean also attends the designated curriculum meeting [Ref. IIA-83].

Other methods of ensuring that courses meet high academic standards include faculty training on the use of CurricUNET, a web-based curriculum management system purchased by Modesto Junior College in 2008, and faculty workshops on the stylistic considerations of course outlines of record. Faculty authors are provided links to publications on the State Academic Senate for California Community Colleges’ website, reference materials on the California Community Chancellor’s Office website, and other curriculum reference materials [Ref. IIA-20].

Self Evaluation

The college meets the Standard. The implementation of the curriculum review process has provided a systematic approach to course and program review and has enabled faculty to recognize the importance of reviewing courses for academic rigor and breadth. The Curriculum Committee members have also received training on reviewing course outlines for academic integrity and ensuring quality course outlines of record are submitted and approved.

Annually, the Office of Instruction produces a report on courses that have not been reviewed by instructional programs within the five-year cycle of curriculum review [Ref. IIA-84]. This report is distributed at the Instructional Administrators’ Council for review and action.
Planning Agenda

None.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The 2010 Institutional Effectiveness Report offers enlightening data regarding the student population at Modesto Junior College [Ref. IIA-51]. Excerpts from the report state:

- Modesto Junior College has a larger percentage of younger students (19 or less) than the combined California Community Colleges. MJC has a smaller percentage of older students (50+) than the combined California Community Colleges.
- Modesto Junior College student enrollment by gender reflects state and national college enrollment trends of approximately 60 percent female and 40 percent male. This ratio contrasts with service area counties' 50/50 ratios.
- In fall 2009, recent high school graduates comprised 15.2 percent of the total enrollment at MJC.
- Percentages of students assessing and placing in various English, reading, and math courses have remained fairly constant from 2006 to 2009. Percentages of students assessing and placing in courses below Transfer Level for 2009 were 70.9 percent in English and 83.2 percent in math.
- The percentage of students enrolled in 3.0 to 5.9 units has fluctuated since fall 2004 and declined in fall 2009. The percentage of students enrolled in 6.0 to 8.9 units has fluctuated since fall 2004 and increased in fall 2009. The percentage of students enrolled in 9.0 to 11.9 units has consistently increased from fall 2004 to fall 2009. The percentage of students enrolled in 12.0 to 14.9 units and 15.0+ units has decreased slightly.

These descriptors of the MJC student population indicate the particular challenges these learners might have on the road to success. MJC responds to the needs of students by offering courses in a variety of modalities to best serve learning styles and fit the demands of students' lives.

To meet the current and future needs of its students, Modesto Junior College utilizes face-to-face, online, hybrid, discussion, activity, laboratory, work experience, and web-enhanced delivery methods of instruction. The varied instructional delivery systems enable students to complete their educational goals while meeting the learning objectives published in course curriculum. Consistent with the college’s Mission, these goals include preparation for transfer to university, degree attainment, job retraining, or personal enrichment [Ref. IIA-4].

Faculty often use technology to both enhance courses and as the primary mode of course delivery; these various modalities and methods of instruction allow students to be successful at the college. Along with varied pedagogical techniques, the diverse delivery modalities listed above provide rich learning environments for students with visual, kinesthetic, verbal, and social learning styles. Many faculty have students identify their learning styles during the course of the semester. For example, Study Skills 78 includes an assessment of learning styles as well as an introduction to the use of technology in becoming a successful student at MJC [Ref. IIA-85].

In fall 2011, renovation will begin on the Library, which will include an Integrated Learning Resource Center. This space centrally locates all tutoring and learning support services in the Library itself, encouraging students to make use of those facilities as well [Ref. IIA-86]. Learning support will include specific math and writing tutoring, along with general assistance available for all other academic areas.

The college supports faculty in using a variety of instructional delivery methods through the Office of Instruction and Academic Senate. The Distance Education Advisory Committee (DEAC) offers workshops, webinars, and online resources that allow faculty to explore delivery modes and teaching methods that address the learning needs
of the college’s diverse student population. For example, in May 2011, the Distance Education Advisory Committee offered workshops entitled “Camtasia,” “Advanced Bb9.1-Gradebook,” and “Upgrade to Bb9.1.” [Ref. IIA-87] Additionally, DEAC offered drop-in hours for faculty during May and August of 2011. Furthermore, The New Crew to Teaching for newly hired faculty and the Faculty Teaching and Learning Seminar Series are programs designed for faculty, facilitated by MJC faculty, and supported by the Office of Instruction [Ref. IIA-63]. These programs offer a wealth of information and materials for faculty professional development and improvement in student success.

The Disabled Student Programs and Services Office (DSPS) assists faculty by providing materials in alternative formats (Braille, large text, etc.). Assistive technology (AT) has been placed in computer labs throughout campus to ensure accessibility. There is a fully equipped High Tech Center (HTC) for students with disabilities on MJC’s West Campus where AT is taught in several course sections. The HTC teaches and makes available for students eight (8) different specialized software programs that are unique to individuals with various disabilities. These disabilities include blindness, quadriplegia, one handed-typing, speech dictation, low-vision, learning disabilities, acquired brain disabilities, and more. The HTC is also outfitted with equipment for individuals with disabilities. Resource labs are located on both the East and West Campuses (the HTC serves as Resource Lab part time on West Campus) where students can access the software and equipment found in the HTC. The Resource Lab allows students to utilize specialized software, such as JAWS - screen reading software, and complete homework assignments. The staff members working in the Resource Lab are trained in the proper use of assistive technology and provide information when needed to faculty and other staff. Other DSPS services that support a variety of instructional delivery methods include sign language interpreters, real time captioning, and note-takers to help support faculty in providing instructional opportunities for all students [Ref. IIA-88].

Modesto Junior College has increased distance education offerings and web-based, technology-enhanced instruction to meet student needs. The increasing costs of childcare, eldercare, and dependent care, coupled with that of transportation and time for work, have necessitated a non-traditional avenue to achieving educational goals. Students are able to complete 100 percent of their local general education requirements online, and Modesto Junior College offers 102 programs which have at least 50 percent of their program unit/course requirements approved with some type of distance education modality [Ref. IIA-56]. MJC has recently re-engineered its commitment to distance education through the creation of the Distance Education Advisory Committee, comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students.

Following good practice in the course approval process, Modesto Junior College reviews and approves distance education proposals separately from the curricular content of a course. Faculty must complete a distance education addendum for each course proposing any form of distance delivery (online, hybrid). The instructor of record’s distance education addendum is carefully reviewed by the division-specific faculty Curriculum Representative, the Division Dean, the Technical Review Committee members, and finally by the Curriculum Committee to ensure means for effective and appropriate instructor/student contact and a clear process for meeting course objectives [Ref. IIA-57]. The separate approval is required by the CCCCO’s office as well. ACCJC approved MJC’s Substantive Change Proposal on Distance Education 2010 on December 7, 2010 to offer degrees and programs in a distance education method [Ref. IIA-89].

**Self Evaluation**

The college meets the Standard. Modesto Junior College uses and supports delivery modalities and teaching methods that reflect the diverse needs and learning styles of its students. The Distance Education Advisory Committee (DEAC) has been established to continue to improve and enhance the college’s distance and online education program and offerings [Ref. IIA-61]. The college has developed and supported professional development programs that focus on best practices for teaching students with a variety of needs and learning styles.
The college is expanding English and math tutorial services for the quickly growing population of online students. In spring 2010, the Writing Center incorporated two new strategies to provide support for online students: California Community College’s (CCC) Confer freeware and Skype. CCC Confer allows the Writing Center tutors to remotely share computer desktops with their tutees and provide real-time tutoring. Skype provides real-time assistance with additional options for face-to-face interaction between tutors and tutees. The Writing Center is assessing the effectiveness of these two options in addition to providing training and information to online and hybrid instructors. The Writing Center faculty and staff have been working with other California community colleges (Sierra College and Allan Hancock College) to learn about their experiences in developing asynchronous tutoring. These and other potential future dialogues will allow MJC’s Writing Center to learn from other colleges’ experience, hopefully streamlining its efforts [Ref. IIA-90].

The college’s Math Center has established a repository for online math tutorial resources which include videos of professors’ lectures on important concepts and links to publisher-provided tutorial services [Ref. IIA-91]. The Math Center has expanded its hours to include online hours for students (10-15 hours/week). The Math Department has worked with the Coordinator of Distance Education to create Blackboard shells that automatically enroll all students enrolling in a math course into the tutorial resource center. The department has just purchased a number of Tablet PC’s that will allow tutors to write out problems and their solutions that can be transmitted over the internet [Ref. IIA-92].

Planning Agenda

None.

II.A.2.e.

The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The college has a clear procedure for the approval, delivery and evaluation of course and program objectives for student learning. The Curriculum Committee reviews courses on a regular basis, using clearly stated standards and procedures [Ref. IIA-20]. Program review is primarily relied upon for evaluating individual programs. Programs in each area are reviewed and updated on a regular basis [Ref. IIA-42]. The district provides program review data annually to each unit. Vocational program external checks include outside groups recognizing certificates for areas such as Allied Health, Agriculture, Automotive, and Nursing. Vocational programs rely on advisory committees to confirm that Student Learning Outcomes are relevant to the workplace. Comparative data for transfer programs include comparison of GPA and matriculation time between transfer and native students.

Data for program review are compiled by District and College Researchers and are provided for every academic department. Data encompasses enrollment and FTES figures as well as success and retention rates over a three-and-a-half-year period. Numbers of sections offered and full-time and part-time faculty teaching assignments are provided so trends can be studied. In combination with enrollment and FTES data, conclusions about program effectiveness can be drawn. Student demographic data are also provided, allowing the college to effectively plan for student success [Ref. IIA-93].

In program review, each department lists all of its courses and notes the date each course outline of record (COR) was last reviewed by the Curriculum Committee [Ref. IIA-42]. This review and inventory annually brings review dates to the attention of faculty, thereby highlighting CORs that are due for formal review. The COR notes articulation with California State University and/or University of California, as well as the MJC graduation requirements it satisfies for each course.

Program reviews such as one recently prepared by the ESL Department include comments on students’ educational goals. As a result of such work, the ESL and Career Technical Education Departments are strengthening their working relationship to better serve students according to the needs both students
and employers have expressed. Shorter, more intensive courses with vocational themes are currently being considered as the most recent example of the two departments’ collaboration [Ref. IIA-94].

In the near future through grant development, MJC would like to begin offering the English for Life and Work courses that would allow students to progress toward employment and job-specific workforce preparation [Ref. IIA-95]. The MJC ESL Department is poised to expand its English for Life and Work course offerings in concert with job-specific training programs, non-profit organizations, and employment agencies in order to meet the needs of English language learners in the community.

The Modesto Junior College ESL Department currently offers six levels of English courses instructing students in foundational language skills (reading, writing, listening, and speaking) within the context of a variety of life and work situations [Ref. IIA-4]. These courses, going from literacy level to advanced, enable students to communicate clearly and accurately as well as prepare them for the workplace, GED preparation courses, and job-specific training programs. Throughout the sequence of courses, students acquire transferrable skills and competencies, including conducting a job search, applying and interviewing for work, interacting with supervisors and co-workers, and understanding workplace safety procedures. Student acquisition of these skills and competencies is assessed regularly using formative and summative evaluations.

The college enjoys a close working relationship with the Central Valley Region Center of Excellence (COE) [Ref. IIA-8]. The Center researches current and projected employment demands and workforce skill requirements in the Central Valley and provides the college with customized data based on immediate market demands. These data reveal industry demands and growth areas, such as in the areas of photovoltaics, weatherization, biotechnology, healthcare industries and more. The data are used to inform curricular development and revision and strategic planning. Data provided by the COE allow MJC to plan for current and future needs and to prepare students for high-growth, high-demand jobs with potential for upward career mobility. The COE supports MJC by providing customized data on high-growth, emerging, and economically-critical industries and occupations and their related workforce needs [Ref. IIA-96]. Through the study of regional economics within MJC’s service area, validated information is provided to the college that allows program offerings and development to remain relevant and responsive to workforce needs. The COE also works to convene college representatives, employers, and industry professionals to create partnerships that further support the relevancy of program offerings at MJC. The information provided by COE is evaluated by faculty and administration alongside program-specific instructional area industry advisory committee meetings, Workforce Investment Board (WIB) education committee meetings and Yosemite Regional Occupational Program Board of Director meetings. Finally, enrolled students who are working in the field provide additional input in final validation of relevancy.

Students achievement of outcomes, reported in program review, influences the allocation of general fund discretionary dollars. Needs are determined after the analysis of SLO results, discussion among faculty in each department, collaboration with each Dean through the Program Review Addenda, discussion among the Dean and faculty in preparation of the Division program review Addendum, and finally reporting to the Vice President of Instruction for consideration of funding and final approval by the College Planning and Budget Committees [Ref. IIA-97]. The results of program review are component parts in institutional planning.

The new Language Studies degree was designed to replace the existing Foreign Language degree, which lacked focus because it didn’t require that students choose particular languages. Students are now required to take a determined amount of courses in chosen languages that will enable them to acquire transferrable skills which will make them more marketable. The new degree’s focused approach also enables students to examine the connections between culture and communication and to synthesize ideas and develop conclusions in multiple languages [Ref. IIA-4]. This generates diverse, transfer-ready citizens who are cognizant of culture and foreign language and the ability to speak, write, and think critically with an expanded worldview.
One manner in which English and reading faculty have addressed low achievement of outcomes in developmental English composition courses is to combine English 49 with a Reading 40 co-requisite for students assessing at the lowest levels of the English placement continuum. Simultaneous enrollment in English and Reading supports the development of literacy skills, composition, and critical thinking. Outcomes under the new curriculum are being monitored by the College Research and Planning Office and by faculty teaching English 49 and Reading 40 (see evidence included in II.A.1.a).

During the 2008-09 academic year, ESL faculty visited six other school sites noted for best practices in non-credit ESL. As a result of those visits in addition to needs assessments among faculty and students, the department developed a plan of action to address specific curricular, professional development, and assessment needs [Ref. IIA-98]. During the 2009-10 academic year, ESL faculty members met regularly and worked together to revise course outlines, expand the non-credit program, choose a new textbook series, develop student progress indicators, create an orientation and placement system, and research and implement new retention and persistence strategies, expand student support services, as well as work with the College Research and Planning Office to discuss the establishment of student tracking procedures for future data collection and analysis [Ref. IIA-99]. All of these activities were made possible with the support of the Literature and Language Arts Division Dean, the Instruction Office, the MJC Research and Planning Office, Student Services, and the Information Technology Department.

Self Evaluation

The Standard is partially met. The college is successful in evaluating all courses and programs through an ongoing systematic review of their relevance, appropriateness, currency, and future needs and plans. However, the process for PLO assessment is still being established and institutionalized; therefore, the college is not yet entirely successful in utilization of PLO assessment data.

Planning Agenda

During the 2011-12 academic year, the college will complete the process of identifying PLOs, and the assessment cycle will begin. Current processes for program review and Administrative Unit Review are successfully established; however, the college will continue to monitor and refine these processes.

II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Modesto Junior College engages in ongoing, systematic evaluation and increasingly integrated planning for courses, certificates, and degrees through the program review process and assessment of course level Student Learning Outcomes [Ref. IIA-46]. To facilitate ongoing discussion with regard to Assessment, work group updates are standing items on departmental and divisional meeting agendas [Ref. IIA-100]. Also, part of completing the assessment of course level SLOs is meeting to discuss results, target improvement areas, and devise improvements in the form of action plans. Assessment results are reported in program review documents which are connected to the college’s strategic planning process and fully integrated into the planning and budgeting process [Ref. IIA-97]. Allocations granted, based on assessment data are expected to improve student learning, and immediate re-assessment is required to determine effectiveness of implemented action plans and/or resource allocation.

At the time of this writing the college has identified SLOs for all of its courses and for 57 of its certificates and degrees. As of December 2010, the institution has assessed 40.4 percent of course-level SLOs, 48.3 percent of AUOs, and 15.9 percent of SAOs [Ref. IIA-46].
Self Evaluation

Significant progress has been made toward addressing this Standard. Additional progress is needed with regard to identification and assessment of Program Level Learning Outcomes. Once Program Level Learning Outcomes and assessment measures are in place, the college will be more effective at integrating its planning, program review and evaluation processes.

Planning Agenda

The college will have Program-Level Learning Outcomes (PLO) identified for 100 percent of its programs by the end of the 2011-12 academic year.

The process by which General Education Learning Outcomes (GELO) will be assessed at the college is currently under development and will be completed by December 2011. Assessment of GELOs will begin as soon as development of the process has been completed.

II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

English 49 is the open-access remedial course which utilizes a departmental examination to determine writing competency. Faculty teaching English 49 revise the examination every semester to address the needs of current students and faculty. Faculty assess the process with each iteration of the exam, and as warranted update readings, instructions for students and evaluative rubrics. Faculty choose reading material on topics as politically neutral as possible yet varied in content, and, as the instructors of record and content experts, these faculty are best suited to judge the material, create the exam, and avoid biases that would negatively impact student performance. Detailed records of student performance on the departmental exam are kept in the department office, and success rates and trends are reviewed by faculty teaching the course [Ref. IIA-101]. During the last two years, overall student success on the exam hovers in the high fifty percent range, and of those students who passed, 82 percent also met the course SLOs [Ref. IIA-102].

The chemistry faculty consistently use standardized exams provided by the American Chemical Society (ACS) at the end of most courses or course sequences. These exams are available after Chem 143 (Introductory Chemistry for Allied Health Professions), Chem 144 (Organic and Biochemistry for Allied Health Professions), Chem 102 (the second semester of Chemistry for Science Majors - exam covers Chem 101 and Chem 102), and Chem 113 (the second semester of Organic Chemistry for Science Majors - exam covers Chem 112 and Chem 113) [Ref. IIA-103]. The exams are created by the ACS, so they lack any institutional and/or instructor bias. Using these ACS exams the college can compare students and classes within the department, as well as nationally as shown in Table 5.7 of the 2010 Institutional Effectiveness Report [Ref. IIA-51].

Self Evaluation

The college meets the Standard. Where departmental examinations are used, each department validates the exams’ effectiveness in measuring student learning and minimizes test biases. Exams are either provided by external certified agencies or are created by and revised by discipline experts.

Planning Agenda

None.

II.A.2.h.

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
Descriptive Summary

Modesto Junior College, under the guidance of the Curriculum Committee, ensures that every course has an up-to-date Course Outline of Record that follows the guidelines delineated in *The Course Outline of Record: A Curriculum Reference Guide*, published by the Academic Senate for California Community Colleges [Ref. IIA-45].

Units of credit awarded follow the traditional Carnegie Unit approach of 2 hours of outside work for every hour of lecture. In particular, units and hours for all classes follow Title 5 §55002.5 regarding the number of credits to award based on hours of instruction. This expectation is further supported by Board Policy 6220 - Standards of Scholarships [Ref. IIA-104]. In short, one unit of course credit is awarded for each 54 hours of total student involvement in the course, be that 18 units of lecture plus 36 hours of outside work or 54 hours of lab.

The detail regarding hours of lecture and lab, and associated units, are housed with CurricUNET. The Units & Hours page in the system automatically calculates course hours based on input units of lecture, lab, and discussion (which earns units at the same rate as lecture) [Ref. IIA-105]. Faculty are required to enter units in half-unit increments in all but the most exceptional cases, such as 40-hour 1-unit training courses for firefighters. Despite the automation, this detail is audited during the Technical Review phase of curriculum review and development to ensure compliance.

Grading of students in the course is the sole responsibility of the instructor of record, per Title 5 §55025. However, the instructor is expected to cover all the required components of the Course Outline of Record and judge the students’ performance against criteria therein. The outline lists Student Learning Goals (Objectives), and cross references those goals against methods of assessment listed elsewhere in the outline. This cross-referencing ensures internal consistency within the outline, showing that each goal is assessed and each assessment is useful in demonstrating student mastery of course goals [Ref. IIA-106].

The Academic Senate of Modesto Junior College has discussed the placement of official Student Learning Outcomes (SLO) at length. The decision has been made that SLOs will not appear directly on the Course Outline of Record [Ref. IIA-107]. There is certainly a clear connection between a course’s Student Learning Goals, listed on the outline, and its official Student Learning Outcomes, not listed on the outline. The general perception is that each course’s Student Learning Goals delineates the ‘laundry list of skills’ that the course is intended to cover, while the Student Learning Outcomes are designed as a smaller, more global or holistic collection of outcomes. Since the Student Learning Goals are referred to in the publication of the Academic Senate as its objectives, the MJC Senate has chosen not to create an additional detail within the course outline.

Instead, Student Learning Outcomes are to be housed in a separate portion of the CurricUNET database, tracked and included within program review [Ref. IIA-44]. Faculty assess course objectives locally – each instructor in each class, with results informing grading for those students. On the other hand, faculty assess SLOs across all students in all sections of a course and record those results in the Outcomes Assessment module of CurricUNET.

SLOs are assessed on approximately one-fourth of the courses in the curriculum each year, ensuring a four-year cycle in which every course is assessed [Ref. IIA-45]. Based on the results of these assessments, faculty across the discipline meet, have dialog, strategize on how to improve the course or program and create an action plan.

Self Evaluation

The college meets the Standard. The college ensures that its courses meet the standards and expectations of Title 5 and the Academic Senate, these standards are in alignment with institutional policies, and the instructor of record determines course grades based on student’s demonstration of mastery of content and objectives as stated on the Course Outline of Record. In addition, the college is engaged on all fronts in assessment of Student Learning Outcomes, and dialoguing to develop improvement plans where necessary.

Planning Agenda

None.
II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

Modesto Junior College has identified learning outcomes across 57 degree and certificate programs, with a goal of doing so for 100 percent of its programs by the end of the 2011-12 academic year.

The institution only awards a degree or certificate based on satisfactory completion of the course components of that degree, and each course grade is based on student performance of the course’s learning goals (objectives). Nonetheless, the identification and measurement of program-level SLOs must occur throughout the institution in order to provide greater assurance that degrees and certificates are accomplishing the desired outcomes. For degree programs that require the completion of general education course sequences, the college’s assessment process for GELOs will provide additional assurance of compliance with this standard.

CurricUNET has been recently redesigned to require Program Level Learning Outcomes for every newly proposed degree and certificate [Ref. IIA-44]. As PLOs are identified for existing degrees and certificates, they will be entered into CurricUNET as well. The Assessment Work Group and the Curriculum Committee will work aggressively with departments to provide training on the development of program student learning outcomes [Ref. IIA-71] and on the CurricUNET interface itself.

In addition, the college has had institution-wide dialogue at meetings of the Accreditation/Institutional Effectiveness Committee, Instructional Administrators’ Council, College Council, Curriculum Committee, and Academic Senate about General Education Learning Outcomes (GELO) [Ref. IIA-108, 109, 110, 111]. GELOs can be found on p. 68 of the 2011-12 MJC Catalog [Ref. IIA-4]. These GELOs identify the learning outcomes associated with coursework required by Title 5 for general education.

The process by which GELOs will be assessed at the college is currently under development and will be completed by December 2011. Assessment of GELOs will begin as soon as development of the process has been completed [Ref. IIA-112].

The college has not begun assessment of Program Level Learning Outcomes (PLO). Results will be entered into the Outcomes Assessment module of PRNet, and the results will populate program review. In areas where students are not meeting the expected PLOs, faculty will create action plans to improve student learning [Ref. IIA-46].

The Associate of Arts in University Preparation with Area of Emphasis is a newly developed degree. These Areas of Emphasis (AOEs) were developed based on clearly defined guiding principles. Members of the Curriculum Committee, in concert with faculty in many areas, carefully researched the coursework expected by transfer institutions for a given major and designed the AOE to mirror that expectation. As such, each AOE should include as one of its primary outcomes, “Upon completion of this Area of Emphasis, the student should be prepared to transfer within this major as a junior to a CSU or UC campus [Ref. IIA-24].” Having had these in the MJC Catalog for two years now, the college needs to begin gathering and analyzing data to determine whether this outcome is being met.

One way the college assesses whether its students are meeting expected Program Learning Outcomes is by way of external examinations and evaluations. For instance, the Chemistry Department of MJC uses the American Chemical Society’s “ACS Exam” to evaluate whether students in chemistry for allied health are meeting appropriate nationwide expectations [Ref. IIA-103].

On a higher level, the MJC Nursing and other allied health programs assess their students by way of statewide board exams. These data are regularly gathered and reviewed, and the students of the college generally excel on these board exams [Ref. IIA-51].

Self Evaluation

While the college continues to make progress toward addressing this Standard, it is not yet met. By the end of 2011-12, Program Level Learning Outcomes
will be established for all degrees and certificates and assessment will be underway for all programs.

Planning Agenda

The college plans to have Program Learning Outcomes for 100 percent of its degree and certificate programs in place by the 2011-12 academic year. Assessment has already begun on the 40 programs with learning outcomes in place, and the college will phase in assessment of each program as its learning outcomes are published.

II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the MJC Catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

The Modesto Junior Catalog 2011-12 (p. 37) contains the following faculty-developed philosophy of General Education [Ref. IIA-4]:

“Philosophy of the Associate’s Degree and General Education

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both verbally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used to implement its philosophy on the Associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.”
This statement on the philosophy of general education was reaffirmed by the Curriculum Committee in January 2012 [Ref. IIA-113].

All of MJC's Associate degree programs include general education requirements [Ref. IIA-4]. Students are informed of these requirements during orientation and counseling and advising sessions. Discipline faculty review and update courses that meet general education requirements as part of the college's cycle of curriculum review to ensure currency. New and modified courses are reviewed by the Curriculum Committee for appropriateness to the general education curriculum. The college's faculty Articulation Officer is a member of the Curriculum Committee as well as part of the college's technical review process in CurricUNET. All new courses must have the Articulation Officer's review prior to submission before the committee.

In 2009, the Academic Senate identified Student Learning Outcomes for general education at the college (GELO), published in the 2010-11 MJC Catalog:

**Demonstrate proficiency in NATURAL SCIENCE by:**
- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

**Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by:**
- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.
- Analyzing the ways that individuals act and have acted in response to their societies.

**Demonstrate proficiency in the HUMANITIES by:**
- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

**Demonstrate proficiency in LANGUAGE AND RATIONALITY by:**
- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

**Demonstrate proficiency in HEALTH EDUCATION by:**
- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

The General Education Learning Outcomes (GELO) are used by the Curriculum Committee to determine which courses should be included in the general education program at the college. The Assessment Work Group is in the process of developing a general education assessment plan [Ref. IIA-112].

**Self Evaluation**

While the college has clear, defined General Education Learning Outcomes upon which the curriculum for all associate degrees rest, the Standard is not yet met. Upon the approval and implementation of an assessment plan for GELOs, the college will meet this standard.

**Planning Agenda**

The Assessment Work Group is in the process of developing a general education assessment plan, which should be completed by December 2011. The college will begin assessing GELOs as soon as development of the process has been completed and approved.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**
II.A.3.a.
An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary
Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. In order to obtain an Associate degree, students must complete one of three GE pathways: MJC, CSU-GE, or IGETC. All three patterns include the Modesto Junior College general education requirements Area A-E. Faculty evaluate the courses using descriptors. Area A includes natural sciences courses; Area B includes social and behavioral sciences courses; Area C includes humanities and fine arts courses; Area D includes language and rationality courses, and Area E includes health education courses. Each of these areas is included in the expected learning outcomes for general education at Modesto Junior College, which are included in the 2010-2011 MJC Catalog [Ref. IIA-4].

Self Evaluation
The college meets the Standard. The college has recently created GELOs which address students’ understanding of the major areas of knowledge. Separate review and approval of a course requesting GE placement is required and ensures the course meets the guidelines approved by the MJC Curriculum Committee and Academic Senate.

Planning Agenda
None.

II.A.3.b.
A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary
Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. In order to obtain an Associate degree, students must complete one of three GE pathways: MJC, CSU-GE, or IGETC. All three patterns include the Modesto Junior College general education requirements Areas A-E. Faculty evaluate the courses using descriptors. Area D, Language and Rationality, includes courses in English, speech communication, mathematics, and computer science. These types of courses incorporate life-long learner skills, with students employing oral and written communication, reasoning, logical thinking, critical analysis, and information competency. In spring 2010 the Curriculum Committee approved the expected learning outcomes for general education at Modesto Junior College; these are included in the 2010-2011 MJC Catalog [Ref. IIA-4].

Self Evaluation
The college meets the Standard. The current courses in the GE patterns (MJC, CSU, and IGETC) include, but are not limited to, courses in communication, mathematics, critical thinking and analysis.

Planning Agenda
None.

II.A.3.c.
A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
Descriptive Summary

Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. Many of the institution’s course offerings correspond to Modesto Junior College’s vision, which is to enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world. While much of the curriculum includes coursework addressing culture and ethics, some courses are offered which clearly indicate the course content provides students exposure to cultural diversity. The institution’s curriculum includes courses which meet CSU-GE Area D3 (Ethnic Studies) and D4 (Gender Studies), and many courses in other Areas C, D, and E include content which covers aspects of becoming an ethical human being and an effective citizen [Ref. IIA-114]. This is also true of curriculum in the IGETC Pattern Areas 3, 4, and 6. Courses in the US History, Constitution and American Ideals Areas in both CSU-GE and IGETC provide students with exposure to civic, political, and social responsibilities [Ref. IIA-115]. Nursing program students spend vast amounts of time studying ethical issues and incorporating their learning clinical work [Ref. IIA-116].

Self Evaluation

The college meets the Standard. Approved courses which meet Areas D3 and D4 are minimal; the college should design additional curriculum which meets the Standards for these areas for CSU-GE consideration. In addition, the college does not have a local GE requirement for Ethnic Studies, as many community colleges do. It would be worthwhile to explore this possibility.

Planning Agenda

The Curriculum Committee will review the current list of CSU-GE Areas D3 and D4 and identify currently approved courses which may meet the criteria for approval in these areas.

The Curriculum Committee will include as a discussion item on a future agenda “Local Requirements for A.A. or A.S. Degree” and review current policy to determine if a local GE requirement for Ethnic Studies should be incorporated in degree requirements.

II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Modesto Junior College offers both Associate of Arts and Associate of Science degrees which focus on at least one area of inquiry or in an interdisciplinary core. Degree program requirements are listed in the MJC Catalog, and all require a minimum of 60 total units, with a minimum of 18 units in the major [Ref. IIA-4]. In order to comply with Title 5 regulations, the Curriculum Committee approved in spring 2008 the replacement of the Transfer Studies degree with the General Studies degrees and the University Preparation--Areas of Emphasis degrees [Ref. IIA-117]. In addition to the 60-unit requirement, these degrees require students to complete a minimum of 18 units of focused study in at least one area of inquiry.

Self Evaluation

The college meets the Standard.

Planning Agenda

None.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
Descriptive Summary

Modesto Junior College offers career technical degrees in 22 areas, 19 certificates and 14 locally approved skills recognition certificates. Career technical course outlines are reviewed for job-related competencies in the curriculum approval process. At present, course-level Student Learning Outcomes have been developed for all career technical education programs at the college, and many CTE programs have Program Level Learning Outcomes as well. The Assessment Work Group has implemented an action plan that by the end of the 2011-12 academic year, all college programs will have program-level outcomes developed [Ref. IIA-46]. As outcomes are developed, they are evaluated for consistency in light of certification as well as program improvement. The Carl D. Perkins Career and Technical Education Act (Perkins IV) shows the number and/or percentages of students who complete programs and who are employed [Ref. IIA-51]. Graduates from career technical education programs indicated high employment rates in most of their occupational programs. These measures of student achievement are published in the college’s annual Institutional Effectiveness Report.

Graduates in the Allied Health programs posted high licensure exam pass rates in most programs. Career technical programs, such as Nursing (ADN), Vocational Nursing, Medical Assisting, and Respiratory Therapy have external standardized licensing examinations at the conclusion of the programs.

The Nursing Program is accredited by the California Board of Registered Nursing [Ref. IIA-118]. The Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care [Ref. IIA-119].
The table below indicates some of the certificates and licenses available in CTE:

<table>
<thead>
<tr>
<th>Program</th>
<th>Classes</th>
<th>Industry Standards/ Certifications/Licensing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Collision and Repair</td>
<td>Program</td>
<td>I-CAR Point System</td>
</tr>
<tr>
<td>Communication Graphics</td>
<td>Program</td>
<td>Photoshop, Illustrator, In Design, Acrobat, Ripping Software</td>
</tr>
<tr>
<td>Computer Electronics</td>
<td>CMPET 210 and CMPET 269</td>
<td>CompTia A+ and Network +</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>INTEC 320</td>
<td>NFPA 70 Safety Standards</td>
</tr>
<tr>
<td>Electronics Technology (future – In Progress)</td>
<td>Photovoltaic Systems</td>
<td>NABCEP</td>
</tr>
<tr>
<td>Electronics Technology and Industrial Technology</td>
<td>School #136 approved classes</td>
<td>State of California - DAS Electrician Trainee Program Approved Classes</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>WELD 300: Intermediate Welding</td>
<td>Metallic Inert Gas (MIG), Flux Core Arc Welding (FCAW), Gas Tungsten Arc Welding (TIG), American Society of Mechanical Engineers (AMSE), and American Welding Society (AWS) Certification</td>
</tr>
</tbody>
</table>

CTE programs without external licensure measure course and program completion rates as a means of assessing skill competency. The programs, in accordance with federal regulations and college guidelines, rely on feedback from advisory committees to ensure that the curriculum is current and relevant.

**Self Evaluation**

The college meets the Standard. Modesto Junior College annually tracks the total number of students enrolled in career technical courses, as well as their retention and success rates. In the 2010 **Institutional Effectiveness Report** [Ref. IIA-51], ARCC data on the Annual Successful Course Completion Rate for Credit Vocational Classes indicate that MJC continues to have successful course completion rates slightly below the statewide level of 77.5 percent.

As evidenced in the **Institutional Effectiveness Report**, each year the college analyzes student performance in all programs, noting numbers or percentages of majors and those who successfully complete programs and those who earn degrees and certificates, among other performance indicators. Analysis of performance on licensing exams is an essential component of the evaluation of career technical programs.

Using data from the **California Community College Chancellor’s Office (CCCCO) Perkins IV Report**, the college is now able to report on employment rates of its graduates from career technical programs in the annual **Institutional Effectiveness Report**. External program accreditations validate that industry standards are fully integrated into the curriculum.

**Planning Agenda**

None.
II.A.6.
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary

Modesto Junior College students and prospective students receive clear and accurate information about educational courses and programs in the MJC Catalog, which is published in hard copy as well as posted online [Ref. IIA-4]. The MJC Catalog is updated annually by the Office of Instruction. In addition, curriculum guides, which list courses required for certificates and degrees in specific areas, are also available in the Counseling Department and division offices, and are distributed during academic counseling sessions as part of developing individual educational plans [Ref. IIA-120].

Programs that have supplemental or special admissions requirements and/or prerequisite requirements, such as the Nursing Program or Honors Program, are clearly detailed in the MJC Catalog, on the college’s webpage and in supplemental publications [Ref. IIA-121]. Supplemental program information is also disseminated during individual counseling sessions and in large, group orientation. The Office of Instruction takes responsibility to ensure consistency across the different publications and online postings and that students are made fully aware of these requirements.

The MJC Class Schedule is available each term online providing clear and accurate information on all courses including course name, description, unit value, prerequisites, skills advisories, time, dates, location and transferability to UC and CSU [Ref. IIA-52]. The college implemented an online MJC Class Schedule in Spring 2009 in response to providing the most up-to-date information for students [Ref. IIA-122]; since that time, financial constraints have caused the college to reduce sections and classes each term. Posting the MJC Class Schedule online
provides students accurate, real-time information in order to develop their educational plans. MJC students also requested moving to an online publication to be more ‘green’. An electronic copy of the MJC Class Schedule is provided to any individual or group that requests it. A link is provided on the college’s website to request this service [Ref. IIA-53]. Printed copies will be mailed to those who request it. The Office of Instruction keeps track of those individuals and provides a copy of the MJC Class Schedule each semester. Electronic copies are provided to the Counseling Department. A regular review process including department faculty, Deans and the office of instruction ensures that all course descriptions and program requirements are reviewed for completeness and conformity to the Curriculum Committee’s decisions prior to posting online. The process ensures that the MJC Class Schedule is current and complete.

In every class section, students receive a syllabus that specifies the Student Learning Outcomes. Faculty post syllabi on their webpages for student review. The Dean of each division collects and houses syllabi for each course in the office; course syllabi are kept for three years.

Community Education distributes a catalog four times a year listing classes offered for the community. This information is also available on the Community Education website [Ref. IIA-123].

**Self Evaluation**

The college meets the Standard. Faculty, counselors, Deans and instruction office staff review the MJC Catalog during the production stage to ensure accuracy. Faculty members include Student Learning Outcomes on class syllabi. The deans ensure that the syllabi are collected, reviewed and stored for student review and access.

**Planning Agenda**

None.

**II.A.6.a.**

_The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission._

**Descriptive Summary**

The college has articulation policies in place to ensure that students are given credit for classes taken at other institutions. Subject area experts grant approval for credit to ensure that those courses are comparable to or acceptable in lieu of courses offered at Modesto Junior College. The college may grant credit for college units earned at regionally accredited institutions of higher education. Generally, the Evaluation Office determines equivalency of courses; specifically, the college’s Articulation Officer, in consultation with the appropriate faculty member, determines any questionable course credit application. The college Registrar ensures that the transcript is official and that the institution is regionally accredited. Comparability for courses taken at other California public colleges and universities can be determined by the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), the online statewide database of articulation [Ref. IIA-124], and by the MJC Catalog. Whenever it may not be readily apparent if a course from another institution is comparable, the student is asked to obtain an official course outline. If the evaluator and/or the college Articulation Officer cannot make a determination on comparability, the course outline is submitted to the appropriate Dean. The discipline faculty and the Dean make the final determination on course comparability [Ref. IIA-125].
Self Evaluation

The college meets the Standard. The determination of baccalaureate status, submission for general education designation, and course-to-course articulation is well-developed. Appropriate courses are evaluated and submitted by the faculty; submission deadlines are met; and information is disseminated to the student through the MJC Catalog and to the entire faculty through the committee/council reporting structure.

Planning Agenda

None.

II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The district has a clearly defined policy to review programs that may need improvement or discontinuance. Few programs have been slated for elimination, but in such cases policies are currently in place to allow students to complete such programs. Modesto Junior College adheres to Board Policy 6020 - Program and Curriculum Review, when considering the viability of a given program [Ref. IIA-76]. The policy affirms the board's collegial consultation with Academic Senate and primary reliance on the expertise of faculty in making recommendations in these academic areas.

Modesto Junior College's review process [Ref. IIA-126] will go into effect when the Vice-President of Instruction, in consultation with the discipline faculty and the Division Dean, has determined that a program is in jeopardy. Department/program/discipline faculty members and the administrator working directly with the program will identify aspects, i.e., qualitative and quantitative data, which apply to the specific program, and then do a preliminary analysis of items related to the mission of the college, enrollment trends, workforce-related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements. Then formal notice, including factors used to make the determination, will be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of the YFA and the college President.

The department/discipline will then work internally for one semester to review program goals and attempt to address challenges. Ongoing documentation will be needed. Notice of progress will again be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of YFA, the Vice President of Instruction, and the college President.

After one semester, the Vice President of Instruction and the President of the Academic Senate will convene a Program Discontinuance Review Committee (PDRC). The membership of this committee will include the President-Elect or President of the Academic Senate, the affected faculty as determined by the Academic Senate President, the Division Dean, the Vice President of Instruction or his/her designee, one faculty member chosen by the Academic Senate, and a non-voting student representative. The PDRC will supervise a comparative study on the quantitative/qualitative factors identified as pertinent to the program. The charge of the PDRC is to make a recommendation to continue or discontinue the program. This committee will hold meetings with provision for public comment and will have a first and second reading of action items.

If it is determined by a majority of the membership of the PDRC that the program should be discontinued, there will also be a recommendation for a phase-out period to ensure that all students in the program have the opportunity to complete the program and to ensure that the YFA may resolve contractual issues for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.
If extreme financial hardship is declared by the district, the above steps in the process will be condensed to start no later than October 1 of an academic year and must be completed by February 25 in order to make a recommendation to the Board of Trustees in advance of the March 15 statutory requirement for potential faculty layoffs.

In response to a severe budget shortfall at the college, the Academic Senate and the president entered into an agreement for one year to suspend the Senate’s Program Viability Process using criteria developed by the Planning and Budget Committees [Ref. IIA-127]. On February 28, 2011, the former president issued a budget reduction plan for the college that included the elimination and reduction of a number of instructional programs [Ref. IIA-128]. The Board accepted the college’s program eliminations/reductions at its March 2011 meeting and issued March 15 notices for fourteen faculty [Ref. IIA-129]. At the May 2011, the Board rescinded three of these notices; the program reductions/eliminations are in effect for the college in 2011-12.

**Self Evaluation**

The college meets the Standard. The college regularly reevaluates its policies and procedures to ensure that they remain relevant and effective. The YCCD Board Policy and Academic Senate Program Viability Procedure ensure that the college will not eliminate or substantively change a program in ways likely to affect student access without analysis and evaluation. When programs are eliminated or program requirements are significantly changed, Modesto Junior College makes arrangements in order for students to complete their education in a timely manner with a minimum of disruption. As an example, the college is collaborating with the Interior Design Program’s advisory group in developing an educational plan for students enrolled in the program at MJC [Ref. IIA-130].

**Planning Agenda**

None.

**II.A.6.c.**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary**

The college ensures that prospective and current students, staff and faculty, and community members are provided clear and accurate information through catalogs, statements and publications, including those in electronic formats. This information is accessible in the annually published *MJC Catalog*, available both in print and online [Ref. IIA-4].

In addition, in late 2009 the decision was made to offer the *Class Schedule* in an online-only format due to accuracy of information and printing costs [Ref. IIA-52]. In January 2010, the online-only version of the *MJC Class Schedule* was launched and improvements were made to the search functions of the college website. This webpage, and the improvements to it, facilitate real-time access to the current online *MJC Class Schedule* (and archived copies as well), the *Student Handbook, Student Code of Conduct*, the college’s application process, and many other policies, services, procedures and information pertaining to the college experience [Ref. IIA-54].

Many areas of the college community regularly review the policies, procedures and publications to assure their integrity. For instance, the *MJC Catalog* is regularly reviewed by the Curriculum Committee, as well as divisions, departments, faculty and staff [Ref. IIA-131]. The Dean of Matriculation, Admissions & Records and staff members regularly review the procedures in the Student Handbook and those policies and procedures associated with application to the college, student orientation and registration. The *MJC Class Schedule* is reviewed by both individual divisions and by the Office of Instruction; and policies regarding student success
and student conduct are reviewed by both the Office of Student Services and Office of Student Success.

In 2009-10 the MJC website was completely redesigned, and according to usage statistics from surveys that were received during the month of January 2010, there was a 10 percent increase in page views and a 12 percent increase in unique views on the MJC Class Schedule web page when comparing the months of January 2010 to January 2009 [Ref. IIA-132].

When the new website went live on June 1, 2009, statistics gathered from a survey of web visitors on the first day of full operation of the website (June 2, 2009) indicated that current students made up 93 percent of the web visitors, with prospective students at 4.7 percent, and “other” at 2.3 percent [Ref. IIA-133].

Access to information on YCCD Board of Trustees policies and procedures is also available to students, staff, and the general public through the district website [Ref. IIA-134].

The Modesto Junior College Public Information Office encourages access to information regarding college activities to the general public and periodically issues news releases to local and other media sources.

The MJC Marketing and Public Relations Officer worked directly with the college President and managed the overall operation and activities of the college marketing and public relations program including providing information to the general public regarding college and student activities and achievement through news releases and various forms of advertising and promotion [Ref. IIA-135].

Electronic representations of the college are regularly reviewed by a work group charged with this and other related tasks. The work group was chaired by the MJC Marketing and Public Relations Officer and included representation by the Graphic Arts Specialist-Print Shop and the Graphic Arts Specialist-Public Information. Other college staff members were invited to provide input and attend work group meetings related to their specific area(s) of expertise on an as needed basis.

As part of the college’s Budget Reduction Plan in 2011, the position of the Director of Marketing and Public Relations Officer was eliminated [Ref. IIA-128]. The duties of this Director have been reassigned to staff in the President’s Office and the district’s Director of Public Affairs.

YCCD conducts regular review of district policies and procedures through the YCCD Policies and Procedures Work Group [Ref. IIA-136]. The work group is chaired by the district’s Director of Public Affairs and includes representatives from all constituent groups throughout both colleges and the district. Meetings of the work group are held monthly during the academic year and during the summer months to address any emergency issues that may arise [Ref. IIA-137].

Self Evaluation

The college meets the Standard. The college represents itself clearly and accurately through the newly redesigned website, the MJC Catalog, and a number of other publications.

With the departure of the MJC Director of Public Marketing, the college needs to ensure that it is represented clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats.

Planning Agenda

The college will take steps to ensure that responsible parties are representing the institution clearly, accurately and consistently to the community by assigning this overview to an administrator at MJC.

II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or
worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

**II.A.7.a.**

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The YCCD Board of Trustees has established its position on academic freedom and the responsibility of the colleges with regard to academic freedom for faculty and for students through the following board policy:

The YCCD Board Policy 6030: Academic Freedom (Faculty) states [Ref. IIA-138]:

“Recognizing that academic freedom is essential to the pursuit of truth in a democratic society, the district adheres to the following principles:

Faculty shall be free:

A. To examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication.
B. To recommend the selection of instructional materials.
C. To make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When district employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the district or its colleges.”

Faculty evaluations are used to determine how effectively instructors distinguish between course content described by course outlines and personal opinion. Tenured faculty members are evaluated once every three academic years. Probationary faculty members are evaluated every semester for the first two years of employment, then in the fall semester of the next two years until granted tenure. Adjunct faculty members are evaluated once during their first semester of employment and at least once during every six semesters of employment thereafter. All faculty evaluations include student evaluations [Ref. IIA-78].

Self Evaluation

The college meets the Standard. Both the college and the district promote the continued emphasis on academic freedom which is made public and accessible in a variety of ways. Policies detail the importance of academic freedom in the educational process and ensure that the integrity of the teaching-learning process is maintained.

Faculty evaluations are used to ensure that instructional content follows course outlines and that the data and information that instructors provide is presented fairly and objectively.

Planning Agenda

None.

**II.A.7.b.**

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Modesto Junior College publishes the academic freedom and honesty policy in the MJC Catalog (pp. 42 and 4 respectively) [Ref. IIA-4], in the Student Handbook (p. 61) [Ref. IIA-139], and on several pages of the college website, which are accessible to prospective and current students as well as to
the general public. Many instructors also include this information in their course syllabi which are distributed at the first class meeting and are available to students online [Ref. IIA-140].

*The MJC Academic Integrity procedure states:*

“The Academic Senate of MJC shares the original jurisdiction for conduct violations in the area of academic integrity. The Academic Senate at MJC has defined academic integrity and identified possible means for maintaining academic integrity at the college. The following are violations of academic integrity:

**Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

**Facilitating academic dishonesty:** Intentionally or knowingly helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

**Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own, without acknowledgement. This includes all group work and written assignments.

**Consequences of violations:** The grading of a student’s work rests on the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates a failure to complete this most basic requirement of any course. Thus a faculty member may administer academic consequences for violating the Academic Integrity Policy ranging from partial credit to an F on the assignment or exam.”

The instructor may also consider that a student’s violation of academic integrity should be a consideration for disciplinary measures. Disciplinary action for violating academic integrity was administered through the Office of Student Success under Board Policy 5500 - Standards of Conduct [Ref. IIA-141].

**“Academic Integrity in the MJC course:**

1. Academic areas may develop for their faculty and students a statement of the application of the Academic Integrity Procedure in their courses; and
2. Each faculty member is encouraged to include in his/her introduction to a course:
   a. A statement of the application of the Academic Integrity Procedure within his/her course.
   b. A statement notifying students that violations of the Academic Integrity Procedures will be reported.

**Due process for violations of academic integrity:**

1. Students shall be given notice of the violation; and
2. Students shall be given an opportunity to respond to the allegations.”

YCCD Board Policy 5580 - Academic Freedom (Students) states [Ref. IIA-142]:

“The Board of Trustees believes that students have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the district is best served by this freedom of expression. As members of an academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students are essential to the purposes for which community colleges exist.

Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.”
The Student Code of Conduct and Student Rights and Responsibilities are also published online in the MJC Catalog [Ref. IIA-4] and the Student Handbook [Ref. IIA-139] and are found linked on the Modesto Junior College website.

**Self Evaluation**

The college meets the Standard. Modesto Junior College does not tolerate academic dishonesty, and there are processes in place to deal with academic dishonesty. Depending on the seriousness of the infraction, a student may receive a failing grade on an assignment or in the course; may be put on probation, suspended, or expelled. These policies are widely distributed through the college website, Student Handbook, MJC Catalog, and a variety of other media to ensure that students have sufficient notice.

Many faculty members have included academic honesty statements and/or statements related to college student conduct policies in their course syllabi which outline the consequences of academic dishonesty or improper student conduct.

MJC eliminated the Office of Student Success and its Director position as part of its budget reduction plan to address a $7.6 million deficit for 2011-12. A clear process for establishing and publishing clear expectations concerning student academic honesty and the consequences for dishonesty has not been developed.

**Planning Agenda**

A clear process for establishing and publishing clear expectations concerning student academic honesty, the consequences for dishonesty and consistency in all printed and online materials needs to be developed. MJC is in the process of recruiting for a new Vice President of Student Services; it is expected that this administrator will lead the discussion in Fall 2011.

Policies need to be made consistent in all printed materials (e.g. Academic Integrity Statement in 2010-2011 Student Handbook).

### II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the MJC Catalog and/or appropriate faculty or student handbooks.

**Descriptive Summary**

All district and college policies and codes of conduct support the Modesto Junior College Vision, Mission, and Core Values statements [Ref. IIA-134]. Students are made aware of the Student Code of Conduct as well as their rights and responsibilities through publication of these documents and other related policies and procedures on the college and district websites and in the Student Handbook and MJC Catalog [Ref. IIA-4, 139].

Yosemite Community College District and the Yosemite Faculty Association (YFA) have delineated the criteria and standards of faculty evaluation in Appendix C of the current YFA Faculty Contract-Faculty Evaluation, which outlines criteria for evaluation of regular contract, probationary, temporary full-time, and adjunct faculty and provides a Statement on Professional Ethics [Ref. IIA-??].

**Self Evaluation**

The college meets the Standard. There are institutionalized specific codes of conduct for staff, faculty, administrators and students at Modesto Junior College. Staff, faculty, administrators and students are all provided clear written notice of these policies via statements in the MJC Catalog, faculty handbook, and student handbook.

**Planning Agenda**

None.
II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to Modesto Junior College.
References for Standard II.A

1. Modesto Junior College, *Educational Master Plan (EMP), 2006-07*
2. Modesto Junior College, *Strategic Plan, 2008-2013*
4. *Modesto Junior College Catalog 2010-2011*
5. 2009-2010 UC-TCA Policy and Process on Course Transferability
6. Modesto Junior College Career Technical Education (CTE) Website
7. Career Technical Education (CTE), Year-End Meeting Notes, March 16, 2011
8. Center for Excellence Website
9. *Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009*
10. *Analysis of the Faculty Community College Survey of Student Engagement (FCCSSE) Executive Summary, 2009*
11. Academic Senate Minutes, Discussing CCSSE
12. *Modesto Junior College Climate Survey Analysis, Spring 2010*
13. Open Forum, Climate Survey Results, October 5 & 13, 2010
14. Modesto Junior College Basic Skills Action Plan
15. English Job Description Revision to Reflect Basic Skills
16. “*Exploring Learning Communities*”
17. Basic Skills Counselor Job Description
18. SARS Information, Early Alert
19. Budget from General Fund for Math Tutors
20. *Modesto Junior College Curriculum Committee Website*
21. Title 5 Grant
22. Title 5 Grant Mini-Grant Application
23. CTE Advisory Meeting Notes, Lump Sum Funding to Single Program, March 16, 2011
24. *Guiding Principals in Developing AOE s v.2*
25. CurricUNET Website
26. Source of table used in report, CSU-GE, IGETC
27. Curriculum Committee Minutes, using TMI (TMC)
29. Civic Engagement Project Website
30. Modesto Area Partners in Science Website
31. *MJC Science Colloquium Website*
32. MJC Agriculture Website
33. Celebration of Humanities Website
34. Board Policy 6400: Community Education
35. Community Education: LERN Assessment
36. Workforce Training Center: Front End Analysis
37. Scholarships for Education and Economic Development (SEED) Information
38. International Student Website
39. Valley Charter High School/Middle College Academy
40. Athletics Study, 2009-10
41. Instructional Program Review Example, 2008-09
42. Student Services Program Review, 2009-10
43. Administrative Unit Program Review, 2009-10
44. PRNet Information (Pgs. vii and 96)
45. Four-Year Cycle of SLO Assessment
46. Modesto Junior College, Comprehensive Assessment Report, 2011
47. Assessment Work Group, Charge and Membership
48. Modesto Junior College, Comprehensive Assessment Report, 2010
49. Rubric for Scoring Resources Requests
50. Accreditation/Institutional Effectiveness Committee Minutes, PRNet Discussion April 2010
51. Modesto Junior College, Institutional Effectiveness Report 2010
52. Modesto Junior College Fall 2011 Class Schedule
53. Requesting Hard Copy of the Class Schedule
54. Online Services for Student Website
56. Substantive Change Proposal: Distant Education, October 11, 2010
57. Curriculum Committee TMI Form
58. Job Description of Distance Education Faculty Coordinator
59. Website Online Support for Faculty/Students
60. Faculty Training Academy for Online Courses
61. Distant Education Advisory Committee, Membership
62. Learning Online @ MJC Website
63. Vice President of Instruction's Letter to Faculty for Teaching and Learning Workshops
64. Student Services Website
65. 2009 Community College Week, Analysis of US Dept of Ed
66. Evidence of Study Sessions at Academic Senate, College Council Resolution 11.02
67. Modesto Junior College, College Council Minutes, Discussing Student Success Advisory Committee, Charge and Membership
68. Scoring Resource Requests Rubric
69. Example: Student Learning Outcomes on Course Syllabus
70. White Water Institute 2010
71. Email Announcement: January 2011 Assessment Day
72. Email to BBSS faculty about Assessment Support, 2011
73. Academic Senate Minutes for General Education Learning Outcomes (GELO) Approval, February 18, 2010
74. Student Learning Outcomes (SLO) Assessment Plan - Instructional Programs
75. Fall 2010 Institute Day Program
76. Board Policy 6020: Program and Curriculum Development
77. IAC Rubric for Staff Priorities, 2010
78. Faculty Contract, July 1, 2007 – June 30, 2010, Yosemite Faculty Association and YCCD
79. Honors Program Advisory Committee
80. Matriculation Advisory Committee
81. EOP&S Advisory Committee
82. Cycle of Curriculum Review
83. Curriculum Committee Minutes, Curriculum Review
84. Non-Compliant Curriculum Report, 2010
85. Course Outline of Record for Study Skills 78
86. East Campus Library Remodel Plans
87. Announcement for Camtasia Training, Spring 2011
88. Disability Services Website and Resources
89. ACCJC Action Letter on Substantive Change Proposal, January 2011
90. Online Tutoring for Writing Center Research
91. Math Center Online Tutorials
92. Teaching and Learning Seminar, CCC Confer, Fall 2011
93. Example: Program Review Data
94. ESL Program Review, 2009-2010
95. ESL: English for Life and Work Courses
96. Example of a COE Data Report
97. Resource Allocation Model, August 2010
98. ESL Assessment Plan, 2008-09
99. ESL Information about Curriculum Revision
100. Division Meeting Agenda, BBSS, Assessment Work Group Update
101. Bridge Program Grades and Success Rates
102. Bridge Program vs. College Success Rates
103. Example: Chemistry Class Syllabus with ACS Exam
104. Board Policy 6220: Standards of Scholarship
105. CurricUNET: Units and Hours Page
106. Course Outline of Record Example
107. Academic Senate Minutes, Placement of Student Learning Outcomes on Course Outline of Record Discussion, March 5, 2009
109. Academic Senate Minutes, General Education Learning Outcomes (GELO) Approval, February 18, 2010
110. Curriculum Committee Minutes, General Education Learning Outcomes (GELO)
111. College Council Minutes, General Education Learning Outcomes (GELO) Discussion, February 11, 2011
112. General Education Assessment Plan – Draft
113. Curriculum Committee Minutes, Reaffirming the General Education Philosophy December 7, 2010
114. Course Outline of Record: Ethnic Studies-Meets CSU-GE Area D3 Requirements
115. Course Outline of Record: US History 101-Meets IGETC Pattern Requirements
116. Course Outline of Record: Nursing Process - Fundamentals-Containing an Ethics Component
117. Curriculum Committee Minutes, University Prep Degree Approval
118. Evidence of Accreditation by the California Board of Registered Nursing
119. Evidence of Accreditation by the Commission on Accreditation for Respiratory Care
120. Curriculum Guides for Counseling
121. Honors Program Requirements (Pg. 77)
122. Poster Describing Switch to Online Class Schedule, Spring 2010
123. Community Education Website
124. Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST)
125. Petition for Course Substitution
126. Academic Senate Program Viability Process
127. MOU: Emergency Program Elimination between Academic Senate/College President
128. Budget Reduction Memo from Gaither Loewenstein, February 28, 2011
129. Yosemite Community College District Board of Trustees Meeting Minutes, Resolution for Program Reductions/Eliminations, March 9, 2011
130. Educational Plan for Students, Interior Design Program
131. Curriculum Committee, Catalog Revision, January 2011
132. January 2010: Usage Statistics from Surveys about Website
133. Web Visitors on June 2, 2009
134. Yosemite Community College Board Policies and Procedures
135. Modesto Junior College News Release Website
136. Policy and Procedures Committee
137. Policy and Procedure Review Process Flow Chart
138. Board Policy 6030: Academic Freedom (Faculty)
139. Modesto Junior College, Student Handbook
140. Example of Syllabus Containing Academic Integrity Policy (Pg. 11)
141. Board Policy 5500: Standards of Conduct
142. Board Policy 5580: Academic Freedom (Students)
Standard II.B: Student Support Services
II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Introduction

Modesto Junior College is committed to offering an array of student support services and programs that identify and address the needs of students. The college’s student support services and programs are consistent with the district and the college Mission [Ref. IIB-1] [Ref. IIB-2]. Each program and student support service recruits and admits diverse students who will benefit from their services and experience increased student success. The college allocates significant resources to outreach and orientation, through the operations of the Extended Opportunity Programs and Services (EOP&S), the Pre-College Programs, and the Welcome Center among others. Many of these outreach activities target students traditionally underrepresented in higher education. The college provides a series of intake services (testing and assessment, orientation, advising, special program services.) These intake activities are supplemented with an array of comprehensive services aimed at addressing the specific and unique needs of each student. Student success remains a focus of the college as each student progresses toward individual educational goals.

College services include the following: Admissions and Records, CalWORKs, Career Development and Transfer Center, Cooperative Agencies Resources for Education (CARE), Counseling Center, Disabled Student Program and Services, (DSPS), Evaluation Services, Extended Opportunities Programs and Services (EOP&S), Health Services, International Student Program, Matriculation Services, Student Development and Campus Life, Student Financial Services, Testing and Assessment, TRIO Pre-College Programs, TRIO/Student Support Services, Tutoring Centers, and Veteran Services [Ref. IIB-3-20]. The college’s student support services and programs fall within the administrative responsibility of the Office of the Vice President of Student Services [Ref. IIB-21] and are systemically evaluated using Service Area Outcomes [Ref. IIB-22] and faculty, as well as staff and student input via campus-wide surveys. Student Learning Outcomes are being developed for this area and will be incorporated into this assessment process upon completion. Each program is also evaluated using the appropriate measures as mandated by state and/or federal legislative management laws.

The continued evaluation and improvement of all of the college’s student support services and programs are guided by the college’s Strategic Plan, which is linked to the MJC budget planning and program review processes [Ref. IIB-23]. General fund allocation for each student services department is established annually and coordinated with the college’s Mission and priorities [Ref. IIB-24]. The Accreditation and Institutional Effectiveness (AIE) Committee, along with the Planning and Budget Committee, composed of representatives of various college shared governance groups, review the resource requests contained in program review documents and make recommendations to the college President, thereby integrating planning and resource allocation [Ref. IIB-25] [Ref. IIB-26].

Standard II.B.1:

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.


**Descriptive Summary**

*The Mission of Modesto Junior College:*

Modesto Junior College provides a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of our diverse community. We fulfill this mission as an institution of higher education through the following:

- University Transfer Education
- General Education
- Career & Technical Education
- Basic Skills Education
- Workforce Development
- Civic Engagement
- Comprehensive Student Services
- Community Education
- Partnerships with the Community
- Economic Development

Further, the mission of the unit of Student Services (p. 48 2011-12 MJC Catalog) fully supports the college Mission and is designed to provide services and programs in partnership with other areas of the college and the community that will maximize each student’s success [Ref. IIB-27].

Through assessment and evaluation, MJC assures the quality of student support services, and demonstrates that services support student learning and enhance the achievement of its mission by the institution. Under the general supervision of the Office of the Vice President of Student Services, each student support services unit participates in a comprehensive annual internal program review process, instituted by the Accreditation/Institutional Effectiveness (AIE) Committee. This process demonstrates program achievements and identifies areas for improvement. The program review process also aligns each student support services unit with MJC’s Strategic Plan and annual budget allocation processes, developed by the Planning and Budget Committee to identify departmental funding levels and address budget deficiencies. In addition to internal program review, a number of student support services units (for example, Student Financial Services, DSPS, EOP&S, and the TRIO Programs) submit annual performance reports to their regulatory agencies and are reviewed by external auditors on a periodic basis [Ref. IIB-28]. The comprehensive internal and external review and evaluation process of each student support services unit demonstrates the commitment MJC has to delivering high quality services regardless of location or means of delivery.

Over the past five years, MJC student support services and instructional support services have made a progressive and substantial effort to provide the delivery of their services on both East and West Campuses. The success of this effort is made evident by the following services that are now offered on both campuses:

- Health Services
- Library Services
- Math Drop-in Center
- Student Development and Campus Life
- Supplemental Instruction
- The Center for Learning Assistance
- The Counseling Center
- The Disability Services Office (DSPS)
- Tutoring Center
- Writing Center

**Self Evaluation**

The college meets the Standard. The college has established a thorough evaluation process that incorporates program review, strategic planning, Student Learning Outcomes, and Service Area Outcomes. These mechanisms parallel the institution’s Educational Master Plan and demonstrate the effectiveness of the student support services programs. Guided by the Accreditation/Institutional Effectiveness (AIE) and the Planning and Budget Committees, student support service departments utilize program review and service area outcomes (SAO) to evaluate the effectiveness of each department. The Office of Research and Planning (ORP) provides administrative support in developing student surveys that evaluate program efficacy. Conducted in May 2008, surveys (electronic and point-of-service) and self assessment documents were distributed to campus stakeholders requesting feedback regarding the programs offered in each student services department [Ref. IIB-29]. Over 3,000 students and 300 staff responded. Furthermore, self assessment comments were gathered from
program staff in each student services department. The process incorporated the required components described by the Commission and served to begin the program review process for Modesto Junior College. The process uncovered the following key outcomes and suggestions for improvement:

Outcomes

• In the overwhelming majority of cases students responded with a high level of satisfaction across all student services areas
• Most students were enrolled part time and were in “continuing” status
• Students were grateful for the Health Services Clinic and the array of services provided
• Students appreciated the Career Development and Transfer Center (CDTC) which offered appointments with representatives from four-year institutions
• Faculty were thankful for the CDTC orientations
• Students associated with the Pre-College Programs were appreciative of the special tutoring and Saturday Academic Workshops
• The petitions process administered by the Office of Student Success and Special Projects was identified by students as helpful and timely
• Faculty appreciated the binder inserts identifying all campus support services and the services of Supplemental Instruction
• Students were grateful for one-on-one tutoring and the Book Loan Program
• Counseling services in the Student Support Services Program-TRIO were identified as exemplary
• The CalWORKs work study services were helpful for students in meeting their work obligation, and college departments were thankful for the added workforce
• Student Financial Services were instrumental in keeping students enrolled
• International students were appreciative of the trained and knowledgeable counselor
• A positive aspect of the International Program was the integration of students into the college and local community
• Students were pleased with the student benefits program operated by Student Development and Campus Life
• Extended Opportunities Programs and Services (EOP&S) was cited for strong counseling services, transportation allowances, meal tickets, and the Bridge Career Path Learning Community
• Faculty were especially appreciative of the professionalism displayed by EOP&S staff
• Students felt the Counseling Office was instrumental in understanding the educational planning process and that walk-in services were helpful for continuing and returning students
• Other faculty and staff cited appreciation for the crisis counseling provided by counseling faculty
• Disabled Student Programs and Services (DSPS) staff were applauded for providing essential accommodations for students with disabilities, especially the accommodated testing services
• Faculty acknowledged and appreciated the array of services offered to students with disabilities
• College Enrollment Services were cited for their willingness to assist students and for their professionalism
• The quality of the orientation delivered by the staff of the Welcome Center was identified as helpful and well organized
• Campus staff were particularly impressed with the Spring Fling and the StartSmart Program

The current state budget situation has provided a challenge in some student support services departments. Staff hiring and/or equipment purchases have been limited, creating longer turn-around times in the student matriculation process and access to counseling services. Over 70 percent of college staff indicated their agreement that student support services addressed the needs of students and enhanced a supportive learning environment regardless of location. The survey also identified the need to improve tutorial services as only 54.7 percent of staff provided a positive review in this area. (College Climate Survey, Spring 2010) (Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement, 2009) [Ref. IIB-30] [Ref. IIB-31].

Planning Agenda

None.
## II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

<table>
<thead>
<tr>
<th>ACCREDITATION COMPONENT</th>
<th>CATALOG REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. General Information</td>
<td></td>
</tr>
<tr>
<td>Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution</td>
<td>Page 1</td>
</tr>
<tr>
<td>Educational Mission</td>
<td>Page 3</td>
</tr>
<tr>
<td>Course, Program, and Degree Offerings</td>
<td>Pages 81-173 and 176-265</td>
</tr>
<tr>
<td>Academic Calendar and Program Length</td>
<td>Page 2</td>
</tr>
<tr>
<td>Academic Freedom Statement</td>
<td>Page 11</td>
</tr>
<tr>
<td>Available Student Financial Aid</td>
<td>Pages 28-30</td>
</tr>
<tr>
<td>Available Learning Resources</td>
<td>Pages 48-52 and 56-57</td>
</tr>
<tr>
<td>Names and Degrees of Administrators and Faculty</td>
<td>Pages 268-279</td>
</tr>
<tr>
<td>Names of Governing Board Members</td>
<td>Page 6</td>
</tr>
<tr>
<td>b. Requirements</td>
<td></td>
</tr>
<tr>
<td>Admissions</td>
<td>Pages 14-18</td>
</tr>
<tr>
<td>Student Fees and Other Financial Obligations</td>
<td>Pages 22 and 26-27</td>
</tr>
<tr>
<td>Degree, Certificates, Graduation and Transfer</td>
<td>Pages 9-11, 38-40</td>
</tr>
<tr>
<td>c. Major Policies Affecting Students</td>
<td></td>
</tr>
<tr>
<td>Standards of Conduct, Academic Integrity Policy, and Discipline Procedure</td>
<td>Pages 42-44</td>
</tr>
<tr>
<td>Nondiscrimination</td>
<td>Page 45</td>
</tr>
<tr>
<td>Acceptance of Transfer Credits</td>
<td>Pages 33-37</td>
</tr>
<tr>
<td>Grievance and Complaint Policy and Procedures</td>
<td>Page 46</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td>Page 46</td>
</tr>
<tr>
<td>Refund of Fees</td>
<td>Page 27</td>
</tr>
<tr>
<td>d. Locations or publications where other policies may be found:</td>
<td></td>
</tr>
</tbody>
</table>

Yosemite Community College District Chancellor’s Office
Office of Public Affairs
P.O. Box 4065, Modesto, California 95352
Telephone (209) 575-6959 Fax (209) 575-6565

As well as on the following website links:
Yosemite Community College District Website [Ref. IIB-32]
Yosemite Community College Policies and Procedures[Ref. IIB-33]
Modesto Junior College Website [Ref. IIB-34]
Help for Students Webpage [Ref. IIB-35]
Descriptive Summary

Modesto Junior College provides a catalog for students with current information that includes all of the points identified under the areas of general information, requirements, and major policies affecting students. The MJC Catalog is available electronically on the college website [Ref. IIB-36] and is also available for purchase from the Pirates’ Bookstore for $3.00. The MJC Catalog is routinely available in various offices on campus, such as the Counseling Office, as well as in the library on East Campus for students to check out. The MJC Catalog is updated at the beginning of each academic year, starting with the summer term, and is produced and proofread manually through a process administered by the Instruction Office.

Modesto Junior College recently implemented the use of CurricUNET, software designed specifically for curriculum management. When CurricUNET has been fully implemented on campus, future editions of the MJC Catalog will be produced electronically. The Instruction Office relies on assistance from the entire campus community to proofread the MJC Catalog regarding the information pertaining to divisions, offices, programs, services, and other college information. On occasion errors have been found after production has been completed. To address these discrepancies, the Instruction Office has formed a Catalog Work Group that helps plan, organize, and proofread the contents in order to reduce errors and inaccuracies.

Self Evaluation

The college meets the Standard. Modesto Junior College has established an ongoing catalog development and review process. Divisions review academic program accuracy and clarity, and provide the most updated information to the campus community. A comprehensive review and program revision of the MJC Catalog is completed on an annual basis with college-wide participation, which includes student representation from the Associated Student Body. The MJC Catalog is updated and published by February in order to be available for advising and new-student orientations, which begin in early May.

Planning Agenda

None.

II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The college’s student services operations have developed and implemented a comprehensive program review process. Services offered are typically found at most other California community colleges. This process compiles qualitative and quantitative information from student services staff, general college staff, and college students regarding student services programs and services. Further, the college administers a nationally developed survey (Community College Survey of Student Engagement - CCSSE) to help guide the college service programs. This survey is presently administered every two years by the Office of Research and Planning with campus-wide coordinated efforts by every college department [Ref. IIB-31].
Self Evaluation

The college meets the Standard. The most recent program review process indicated that students, faculty, and staff believe the services offered are strong and comprehensive. In the majority of categories students and faculty/staff provided ratings that exceeded the internal standard of 75 percent. This standard was agreed upon through a collaborative process developed within student services and used as a benchmark of success. Both quantitative and qualitative data were generated through point-of-service and electronic survey methods. Data analysis was facilitated through the Office of Research and Planning. In addition, several student service departments (TRIO, DSPS, EOP&S, CARE, CalWORKs, and Student Financial Services) utilize program-specific guidelines prescribed by the Department of Education or the California Community College Chancellor's Office to support the identification of student needs [Ref. IIB-37].

An example of the use of institutional research data in support of the improvement of student services programs occurred during fall 2010 when results of the spring 2009 CCSSE survey indicating lower than average utilization of tutoring, math, and writing labs were indicated, along with comparatively low course completion rates in basic skills classes. This data was used as rationale for a decision to create an Integrated Learning Resource Center in the planned East Campus Library renovation project. Decisions of this nature support the premise that Modesto Junior College is increasingly making planning and resource allocation decisions on the basis of data pertaining to student access and success.

Planning Agenda

None.

II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Modesto Junior College assures equitable access for students, providing the following services through a range of different methods, including face-to-face interaction on both of our campuses (East and West), as well as services providing online interactions. Services available online include the following:

- Apply for Admissions Online
- Blackboard Log in
- College Forms
- Computer Technical
- Helpful Documentation
- Helpdesk for Online Classes
- MJC Student Handbook
- Online Advising/Counseling
- Online Classes
- Online Learning Help
- Online Registration
- Online Registration Guide
- PiratesNet
- Register for Classes
- Scholarships
- Student Email
- Student Email Help
- Student Employment
- Technology Support Email

[Ref. IIB-38-56]

- Admissions and Records: The Admissions office has locations on both the East and West Campuses. 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 changes, determinations of residency, processing of transcript requests, and issuing of 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 were provided an e-mail account beginning in Fall 2009, allowing another method of communication with students. In addition to regular business hours, Admissions and Records services are also available in the evening one day a week [Ref. IIB-3].
• **Assessment Testing**: Assessment testing is available on the West Campus, Monday through Friday, from 7:00 a.m. to 5:00 p.m. throughout the year. Assessment services include math, English and ESL assessment testing. The pre-calculus-level testing is offered two times per month, and the ESL assessment is offered monthly. Assessment testing accommodations are provided for students with documented 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 [Ref. IIB-16].

• **California Work Opportunity and Responsibility for Kids (CalWORKs)**: The CalWORKs Program, a welfare-to-work program that gives cash aid and services to eligible families, is located on the West Campus. A student must be receiving Temporary Assistance to Needy Families (TANF) in order to qualify. The program provides eligible students with educational opportunities and a variety of support services, including counseling, book loans, child care, job placement, work study, and bus passes [Ref. IIB-4].

• **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 (Myers-Briggs Type Indicator and Strong Interest Inventory) and by finding career information through books, software programs (Eureka), and internet access. Referrals to take the career assessment tests are available through the Counseling Center and interpretation is made in consultation with a counselor. Job placement activities and resources include referrals to employment and internship opportunities, employer recruitment on campus, job fairs in the fall and spring semesters, resume and interviewing tips, job hunting guide, job hotline, and e-mail job alerts. The Transfer Center guides students in making the transition to a four-year college or university. The Center provides assistance with admission procedures, resources such as college catalogs, field trips to college campuses, individualized appointments with representatives from four-year colleges and universities, Transfer Admission Guarantee to designated four-year universities, and an Annual Transfer Day/College Night with over 60 colleges and universities [Ref. IIB-5].

• **Child Development Center**: The Child Development Center is located on the West Campus. The center provides child care for children aged 12 months through to the time they are eligible for kindergarten. Programs include Early Head Start, General Child Care, and State Preschool. Priority is provided to children of MJC students while they attend class, study, or work, and fees are based on family income and size. The majority of children served by the center have parents who attend or work at Modesto Junior College [Ref. IIB-57].

• **Cooperative Agencies Resources for Education Program (CARE)**: As a component of EOP&S, the CARE Program provides EOP&S-eligible single parents supplemental economic services, counseling services, and personal support services in addition to the services each receives as an EOP&S student. In order to be eligible for CARE, a student must be a recipient of CalWORKs funding, be eighteen years of age or older, maintain head of household status, and have one or more children under the age of fourteen. Child care reimbursement, meal services, bus passes, parking permits, and holiday cultural events for CARE students and their children are a few examples of CARE supplemental services. Additionally, an expansive workshop series teaching parenting skills, money and time management skills, coping strategies for dealing with co-dependent relationships, stress management, and self defense is offered each fall and spring term. CARE students are required to attend three workshops per academic term as a condition of maintaining CARE Program compliance [Ref. IIB-6].

• **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 evening counseling available one night a week. The Counseling Center offers Guidance and Study Skills courses, as well as Orientation, Advising, and the StartSmart Program. Online advising is available to answer students’ questions. Bilingual counselors are available for Spanish and other languages. Academic Alert is an electronic program that provides intervention for students at the earliest signs of academic challenges and is facilitated through the use of the Scheduling and Reporting System (SARS) software program. Faculty members can refer students from their classes to services on campus, which then provide follow-up services 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 meet with a counselor to be considered for re-admission. Pamphlets and other information are available online [Ref. IIB-7] [Ref. IIB-S8].

- **Disability Services Programs and Services (DSPS):** DSPS is located on both the East and West Campuses. The mission of DSPS at MJC is to provide students with disabilities access to postsecondary education through support services and/or instruction as well as to 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 as possible and benefit as equitably as possible from the college experience as their non-disabled peers. The DSPS Program offers support services or instruction “above and beyond” the regular services or instruction offered by the college. These classes, services, or activities are offered to enable the student with an educational limitation due to a disability to fully benefit from the offerings of the college.

Services offered by MJC include access to and 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; the purchase and repair of DSPS equipment—such as adaptive equipment, and materials or supplies [Ref. IIB-8].

- **Extended Opportunities Programs and Services (EOP&S):** EOP&S has services located on both the East and West Campuses. The mission of EOP&S is consistent with and supportive of the college’s Mission of providing a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of a diverse community.

Consistent with EOP&S regulations and implementing guidelines, EOP&S provides student services in the following categories: outreach, orientation and priority registration services; assessment services; counseling and advisement services; Basic Skills Instruction and tutoring services; pre-employment services; university transfer services; and financial aid, through economic services, grants and work study programs.

As required by EOP&S guidelines, services are “over and above” other services provided by the college. Targeted outreach, new student orientation sessions with expanded content, priority registration for EOP&S students beginning the first day of each registration cycle, in-depth assessment sessions, mandated counseling services, basic skills instruction and supplemental tutoring, pre-employment workshops focusing on job seeking/keeping skills, and no-cost admission application fee waivers for EOP&S students transferring to University of California and California State University campuses are examples of “over and above” services. EOP&S financial grants,
bus passes, emergency loans, and EOP&S scholarships are examples of “over and above” EOP&S economic/financial aid programs and services.

The EOP&S Bridge Program is designed for emancipated foster youth and other educationally underserved and economically disadvantaged students interested in pursuing career/technical training paths. The Bridge Program is scheduled each term and consists of a fifteen-unit academic curriculum teaching fundamental math, English, reading, and study skills. The focus of the program is to increase students’ proficiency in the areas of reading, writing, and math, sufficient for graduates to enter college career/technical training options identified by Stanislaus County as high-wage, high-demand career fields [Ref. IIB-10].

- **Health Services:** Health Services are available on both the East and West Campuses. Registered Nurses are available to provide assistance with all aspects of personal health, including first aid, confidential counseling on communicable diseases, family planning, nutrition, exercise, and weight management. Health Services provides vision and hearing screening, blood pressure monitoring, tuberculosis screening, pregnancy tests, and immunizations. Pamphlets and brochures are available for health-related information. A doctor is scheduled weekly to be on campus, and appointments are made after receiving screening and referral from a college nurse. The Stanislaus County Public Health and Family Pact agency provides family planning and weekly screening for Sexually Transmitted Diseases (STD.) Referrals for mental health counseling can be made by nurses or college counselors to Sierra Vista Child and Family Services or the Center for Human Services. MJC has an annual Memorandum of Understanding with both of these agencies that allows students to receive up to eight sessions for a five-dollar co-payment per session [Ref. IIB-59]. Elevator keys and parking permits are available for students with short- or long-term disabilities [Ref. IIB-11].

- **International Student Program:** The International Student Program (ISP) is located on the East Campus. The program provides support services and activities that enhance the international student’s college experience and contribute to the student’s academic success. The ISP provides all international students with specialized services, activities, and support from their initial inquiries though their graduations. Recruitment, admissions, academic advising, immigration advising, personal counseling, a special orientation program, the International Bulletin, cultural programming, and more are all part of the services and/or activities of the ISP [Ref. IIB-12].

- **Office of Student Success:** The Office of Student Success is responsible for student discipline, petitions, student equity and student success initiatives, and overall coordination of student support services. The department also houses a number of student success programs and services, such as the Tutoring Centers, Supplemental Instruction, TRIO Student Support Services (an intensive transfer program), and the Book Loan Program. The Office of Student Success provides students with a yearly Services and Programs binder insert that outlines services available to students campus-wide. Standards of Conduct brochures are distributed to students during orientation, and trainings are available to faculty, staff, and divisions on handling student conduct. Information is distributed electronically to all college employees on process and procedures for handling student conduct. Information, forms, binder inserts, and other information is available at the Office of Student Success website [Ref. IIB-60].

- **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. With the aid of schedulers and after-advISING, the program helps students build their schedule and register for classes. Arrangements can be made for students with disabilities and limited-English-speaking students who require accommodations. An online orientation is also being developed and is in the final editing stage [Ref. IIB-61].
• **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 issues with financial aid. Students may also submit financial-aid documents on the East Campus through a secure drop-off box. Documents can also be e-mailed or faxed to the office. The Student Financial Services Office provides assistance in applying for grants, federal work-study, and the Board of Governor’s (BOG) fee waivers. The BOG fee waiver form is available on the East Campus as well as through the Counseling and EOP&S departments. Loans may be available for students in the Registered Nursing program. Information and forms are available online [Ref. IIB-65]. The student financial services outreach recruiter presents information in college classrooms and in the community. These presentations are coordinated with instructional faculty and/or community representatives and are designed to increase awareness of and access to financial assistance to attend college. The MJC Scholarship Program offers over 150 scholarships annually to eligible students, with awards ranging from $200 to $2,000. Students can apply for scholarships during the fall semester [Ref. IIB-15] [Ref. IIB-62] [Ref. IIB-63].

• **TRIO Pre-College Programs**: Modesto Junior College has established a pathway for many local junior and high school students to gain entry into the college via the Pre-College Program. The office of Pre-College Programs is composed of three federal TRIO grants. The office is located in the Morris Building on the East Campus, but services are delivered at local middle school and high school campuses. The TRIO/Educational Talent Search (ETS) component assists students from disadvantaged backgrounds. It encourages participants to stay in school, graduate from high school, and succeed in higher education. The program serves over 600 junior high students from Hanshaw Middle School, Mark Twain Junior High, Elliot Alternative Education Center, Modesto High School, and Downey High School. Two TRIO/Upward Bound (UB) grant programs make up the second and third component of the Pre-College Program. UB assists low-income and/or first generation college students by providing them with the academic support to succeed in higher education. The program serves 125 students from Patterson, Riverbank, Modesto, Davis, Johansen and Ceres High Schools. The Pre-College Program has successfully created an avenue for 7th – 12th grade students to be able to connect with college services at an early stage in their academic goals. Participants are provided the opportunity to access an array of support programs that allow them to establish themselves as college students before enrolling [Ref. IIB-17].

• **TRIO/Student Support Services Program**: The TRIO/Student Support Services Program is an intensive transfer program designed to empower low-income and first-generation college students to obtain the skills and knowledge to persist, graduate, and/or transfer to four-year institutions. The program promotes and contributes to student success by improving the academic performance of students enrolled at Modesto Junior College and preparing them to transfer to a four-year college or university. Support services are provided to program participants to facilitate success. Services offered include personal, academic, and career counseling; academic and career workshops; college campus visits and cultural events; priority registration; financial aid and scholarship assistance; grant aid; and assistance in applying to four-year colleges. The TRIO Student Support Services program is a federally funded program through the Department of Education. Program information can be obtained at: [Ref. IIB-18] [Ref. IIB-64].

• **Tutoring Center**: The Tutoring Center is comprised of two components: Tutoring and Supplemental Instruction. The Center provides academic support resources intended to expand and enhance the educational experience of students. The student is not a passive recipient of services, but an independent, competent, and confident learner. Services are not a substitute for regular class attendance or emergency preparation for quizzes, midterms, or final exams. Tutors do not in any manner replace, reproduce, or assume the role of the instructor, but supplement
instruction by engaging in a collaborative learning process. Services are rendered in either one-on-one, (individual tutoring), group (two or more students in one session), or in a drop-in (drop-in tutors in the area of math, English, and science are readily available) setting. The Center provides tutoring services to students enrolled in below-college-level course work in the areas of English, ESL, math and reading. Tutoring is offered for college-level courses in 37 disciplines (including math, English, chemistry, history, economics, anatomy and physiology) at no cost to students. Computers with internet access are available for research. A Tutoring Center is located on both East and West Campuses for easy access and convenience to students. [Ref. IIB-19].

- **Veterans Services:** The MJC Office of Veterans Services provides assistance to students 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. Three units of health education credit and two units of physical education credit will be granted for verified service. Credit for military schools will be granted based on the recommendation in the “Guide to the Evaluation of Educational Experiences in the Armed Services.” [Ref. IIB-65] The college offers an online orientation to veterans. The Office of Veterans Services is located on the East Campus [Ref. IIB-20].

- **Welcome Center:** The Welcome Center is located on the East Campus. It provides college information throughout the year by distributing brochures, pamphlets, and literature describing MJC programs and services. The Welcome Center also offers information and referrals to students regarding campus policies, activities, services, and events, as well as assistance for new students with registration and orientation. Charged with bringing information about MJC to the local high schools and community, MJC’s outreach program is housed within the Welcome Center [Ref. IIB-66].

**Self Evaluation**

The college meets the Standard. The college provides appropriate, comprehensive, and reliable services to students at the East and West Campuses. Some services are located on only one campus, while others are offered at both sites. Free transportation is available to all students between the East and West Campuses, simplifying access to services. Completion of the East Campus Student Services Building will centralize many student support services in one location. The college has insufficient resources to fully duplicate services on both campuses. Those services that are primarily located on one campus will open duplicate operations at critical enrollment periods on both campuses to improve student access. These peak period procedures will help the college deliver support services to students in the most efficient and effective manner without negatively affecting resource utilization.

For those students who are not able to come to the campus for various reasons, MJC Student Services are also available to students online. For example, forms can be downloaded, relevant information can be located, and online advising can be utilized by accessing the MJC website and going to the direct student services link. All students are provided school e-mail addresses, further enabling communication between campus representatives and students. An online orientation is offered to veterans, and an online orientation for the general student population is in the final stages of editing. In addition to regular business hours, the college also offers support services during evening hours one day a week during the fall and spring semesters. During the first week of every semester, all college offices remain open until 7:00 p.m.

MJC has also developed partnerships with local agencies that support student success. For example, the Health Services Department offers mental health services on a contractual basis to students through Sierra Vista Child and Family Services or the Center for Human Services. The majority of the cost for this service is absorbed by the college with students paying a $5.00 co-payment. This allows students to seek the extended support that they may need to be successful as students.
MJC administered a Campus Climate Survey in the Spring of 2010 [Ref. IIB-30]. One component of the survey addresses student support services’ identification of the needs of students and enhancement of supportive learning environments, regardless of location. Student Services received a favorable rate of 70.2 percent indicating strong support. (Source: Campus Climate Survey Spring 2010).

Analysis of several key indicators suggests a need for improved coordination and centralized delivery of tutorial, supplemental instruction, and skill-specific (i.e. math and writing) assistance to students. According to the Accountability Reporting for the Community Colleges (ARCC) data, the successful course completion rate for basic skills classes is 57.7 percent; the College Student Success Task Force has established a goal of improving this success rate by three percentage points over the next five years [Ref. IIB-67]. Further, results of the Spring 2009 Community College Survey of Student Engagement were indicative of comparatively low utilization rates and low-to-moderate satisfaction rates with regard to the math and writing labs, which are currently located at different campus locations [Ref. IIB-31]. Based in part on these data, a decision has been made to consolidate the college’s writing, math, and tutorial labs into an Integrated Learning Resource Center as an integral component of the East Campus Library renovation project to be funded by Measure E. Similarly, an Integrated Learning Resource Center is also being planned for the West Campus in the space currently occupied by the West Campus Library facility. By providing students access to centrally located and fully staffed Integrated Learning Resource Centers on both campuses as key components to an overall student success strategy, it is anticipated that significant increases in student utilization of these services, successful course completion rates, and student retention can be achieved. Following completion of these projects in Spring 2013, a comprehensive assessment of improvements in student success indicators, including re-administration of the CCSSE survey, analysis of ARCC data pertaining to successful course completion in basic skills classes, and assessment of achievement of benchmarks for student retention and success will be conducted.

Planning Agenda

The college will continue with its plan to implement Integrated Learning Resource Centers on both the East and West Campuses, and the college will assess the effectiveness of this initiative during the 2013-14 academic year.

Standard II.B.3.b

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Modesto Junior College actively promotes personal and civic responsibility throughout its campus environment, in its academic course work, and within student activities and campus life. The Office of Student Development and Campus Life [Ref. IIB-68] oversees the Associated Students of MJC (ASMJC) [Ref. IIB-69] and provides the coordination of over 20 different student clubs that offer students the opportunity to explore academic achievement, careers, political perspectives, religious interests, civic engagement, and other activities that provide personal development opportunities for students and supplement their academic courses [Ref. IIB-68]. The college is committed to providing student leadership opportunities for students to be involved in campus discussions and committees that play a vital role in the college’s decision-making process. The Director of Student Development and Campus Life worked directly with ASMJC to identify student representation for various committees and work groups, including accreditation writing teams, employee selection committees, the Accreditation/Institutional Effectiveness Committee, and the Planning and Budget Committee. Unfortunately, the Director’s position was eliminated as part of the college’s budget reduction plan in 2011.

MJC sponsors annual institutionalized events that focus on intellectual, aesthetic, and personal development for its students and within the campus community. This is evidenced by the activities of
the Civic Engagement Project (CEP) [Ref. IIB-70], which promotes responsible social stewardship as a primary value in higher education. The program is a joint venture between the Yosemite Community College District, Associated Students (ASMJC), and the League of Women Voters of Modesto. The CEP focuses on four specific areas of interest in which both students and staff are exposed to intellectual, aesthetic, and personal development. The four specific areas of interest are a film and lecture series that focuses on social issues, environmental advocacy, multi-cultural education, and voter education.

The college has placed a strong emphasis on creating an environment that supplements instruction by sponsoring campus events that strengthen intellectual and personal development.

- Project Green, an important component of the CEP, addresses environmental interests. Project Green creates awareness and opportunities for MJC students, staff, and faculty to address environmental issues. The project includes, but is not limited to, advocacy for the operation of MJC as a sustainable model of energy and materials use. Presently, the primary focus is to reduce, reuse, and recycle all aspects of waste flow and to create a consciousness among community members of the positive effects such activities will have on the environment.

- The Hispanic Education Conference (HEC), an annual event for over 26 years, is coordinated by MJC staff, volunteers, and community leaders. Each year the HEC committee has been able to bring guest speakers and community role models that provide career workshops for MJC students and local high school students. Over 1500 participants are able to explore careers and the benefits of higher education.

- The African American Education Conference provides leadership and learning opportunities for the area’s youth with an emphasis on promoting higher education. It is staffed by college and community members and brings over 200 junior and senior high school students to campus.

Individual instructional divisions and departments work together to coordinate activities specific to their programs’ course work to strengthen the academic experience for students. Such activities include but are not limited to the Modesto Area Partners in Science (MAPS) community events, student recitals and performances, Future Farmers of America (FFA) projects and events, poetry readings, and art exhibitions. Each academic division works diligently to provide MJC students with opportunities for learning outside of the classroom. The Office of the President provides staffing to oversee and coordinate the calendar of events that are sponsored by each department throughout the academic year.

**Self Evaluation**

The college meets the Standard. The college successfully provides an environment focused on civic engagement and intellectual, aesthetic, and personal development beyond the classroom. There is a structured system in place, via the Office of Student Development and Campus Life, for students to be engaged with the college. MJC has established opportunities for students to involve themselves in student government, clubs, and college decision-making committees. These programs are evaluated by participants for continuous improvement. Most recently, program sponsors have been asked to conduct outcomes assessment of all program-related activities. Committees oversee sponsored events and program planning. Committee members plan, coordinate, and evaluate the events by reviewing student feedback.

The Office of Student Development and Campus Life assesses Service Area Outcomes (SAO) and directly reports results to the Office of Student Services. It conducts its program review process within the same parameters as each Student Services unit, which is part of the college’s strategic planning process. Student satisfaction surveys and college climate surveys have been conducted and provide positive feedback on the college’s effort to support student learning (85.6%) and create an environment that encourages personal and civic responsibility (73.3%).
Planning Agenda

The college needs to identify an individual or individuals to assume the responsibility of providing leadership and direction to the Associated Students of Modesto Junior College for Fall 2011.

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Modesto Junior College’s counseling program provides comprehensive counseling for the student population. The college has seventeen full-time general counselors; two full-time counselors are assigned to the Office of Student Success (one full-time counselor in TRIO and one for First Year Experience), one counselor is assigned to the International Student Program, and one counselor is assigned to the Basic Skills Program. Of the remaining 13 full-time counselors, one is assigned to the West Campus, one is 100 percent assigned to the Transfer Center and one is 60 percent assigned to teach study skills. In addition, there are four full-time counselors in Extended Opportunity Programs and Services (EOP&S), and one full-time counselor in Disability Services Programs and Services (DSPS.) The college has three part-time counselors in the CalWORKS program.

The following counseling services are provided to all students:

- Academic counseling, which assists students in the development of educational plans for their educational goals of earning a certificate or an Associate degree or preparing to transfer to a four-year college or university.

- Career counseling, which assists students in the development of career goals through self-assessment and labor market research. The counselors are able to refer students to take the Myers-Briggs Type Indicator and the Strong Interest Inventory through the Career Development and Transfer Center, to be used as an aid in self-exploration. Eureka is used as a resource for researching occupations.

- Personal counseling, which assists students with issues outside of academia that may be affecting student learning. Referrals can be made to outside agencies (Sierra Vista Child and Family Services or the Center for Human Services) for continued mental health counseling when needed. The college has a Memorandum of Understanding with both of these agencies that allows students to have eight sessions for the cost of five dollars per session [Ref. IIB-59].

- Crisis counseling, which assists students who are in need of immediate intervention for crisis situations. The Crisis Response Team is a committee consisting of several counselors and other members of the campus community that meets once a month to discuss current situations of concern and appropriate approaches to handling crises. These members are often the first to meet with and help a student through a crisis.

The Counseling Center is open for operation Monday through Friday from 8:00 a.m. - 5:00 p.m., with extended hours until 7:00 p.m. on Tuesdays for evening walk-ins. Students can make fifty-minute appointments to meet with a counselor, and/or they can come in on a walk-in basis to have quick questions answered. Online advising is also offered to students as a way to address students’ questions [Ref. IIB-7].

Specialized counseling and advising services are also available to serve the needs of the college’s special populations. EOP&S provides counseling for educationally disadvantaged and low-income students. DSPS provides counselors for students with disabilities. CARE provides counselors for single parents who receive TANF cash aid. CalWORKs provides counselors for students moving from welfare to work. There is one full-time counselor for basic skills students, as well as a full-time counselor
for the International Student Program. One of the full-time general counselors is located in the Career Development and Transfer Center and specializes in career and transfer guidance. TRIO Student Support Services provides counseling services to first-generation and/or low-income students. Counselors are also available for Spanish-speaking students and for speakers of other languages as well.

All students are encouraged to take a guidance course during their first semester to ensure early development of an educational plan that supports their academic goals. There are several different guidance courses offered that students can choose from to best match their situations. These choices include Educational Planning, Career Awareness, Job Hunting Skills, Orientation for Re-entry Adults, Success Strategies for Transfer Studies, and International Student New American Focus.

Counselors hold different roles on campus and participate in different groups, and they meet regularly to facilitate communication among the counselors and throughout the campus community. Every counselor acts as a liaison to different academic divisions on the campus, as well as to various local high schools. Counselors also participate in various campus committees, such as Curriculum Committee, Petitions Committee, Financial Aid Appeals Committee, Crisis Committee, Orientation Committee, and the Academic Senate.

A program review of Counseling is performed every three years. The last one was completed in 2008-09, with an addendum completed in 2009-10 and 2010-11. Each program review and addendum includes the development of SLOs for the program. The service program SLO is identified as, “given guidance and counseling, students will develop an educational plan as evidenced by a review of student records.” [Ref. IIB-71] The instructional SLO developed for the guidance courses was identified as, “students will develop an accurate educational plan based on the student’s educational goal.” Scanned educational plans were recently pulled and assessed for the Spring 2008 and Fall 2008 semesters. An online survey was conducted in May 2008 by the Vice President of Student Services with responses from about 2,000 students. Following are the results of students who responded as ‘agree’ or ‘strongly agree’ regarding satisfaction with the counseling services on campus: Office Hours- 81 percent, Timely Service- 80%, Clear/Easy Procedures- 87%, Helpful/Friendly staff- 86%, Clear Material- 87%, Trained/Knowledgeable Staff- 82%, and Help Toward Success- 81%. All indicated satisfaction above the campus standard of 75%. There were areas noted as needing improvement, including the wait time to make an appointment and availability of counselors during busy times. The college recognizes the need to reduce the counselor to student ratio from the current 1:1,580 level. According to the Carnegie Report, the national recommended ratio is 1:300, not to exceed 1:500. In the Consultation Council Task Force on Counseling in 2003, the Academic Senate for California Community Colleges recommended a ratio of 1:370. While acknowledging these recommended ratios for planning and hiring prioritization, the college cannot hire more counselors at this time. Until the college is able to get closer to the recommended ratios, the institution will continue to offer comprehensive student services with current resources.

All tenure-track counselors are evaluated twice per year for the first two years of employment, once per year during the third and fourth years of employment, and every three years thereafter. The evaluation includes peer observation in an appointment and in the classroom and a study survey. All counselors hold Master’s or Doctoral degrees in counseling-related disciplines. New tenure-track counselors are mentored by a tenured counselor through their first year of employment. All new adjunct counselors are required to attend a five-hour training session followed by ten to twenty hours of shadowing a full-time counselor during appointments and walk-ins.

Technology has been increasingly used to help improve counseling effectiveness. The SARS Grid, an appointment-scheduling and service-tracking system, is one technological component that supports counseling. Eureka is a software program that counselors can use with students to help with researching occupation options. ASSIST is a statewide articulation management system that counselors can use to help students identify classes needed for transfer to the CSU or UC system. Educational plans are electronically scanned and indexed for future use. Students are able to have further access
to counselors and information through the online advising and guidance courses.

**Self-Evaluation**

The college meets the Standard. Counseling at MJC provides service to a wide range of the student population. Services are offered on both campuses by means of fifty-minute appointments, as well as on a year-round, walk-in basis. Students can receive academic advising and career and personal counseling. Evening hours for walk-ins are available one day per week. Counselors also teach guidance courses, which cover a variety of subjects, to help students in developing their educational goals.

Technology is used in a variety of ways to aid students in their academic success. Resources for students include online advising, online guidance courses, Eureka software for career research, and electronically scanned educational plans. The Counseling section of the website has been updated to include additional information, such as virtual pamphlets about various personal issues, information about community services, and suggestions for career exploration. Beginning in spring 2010, a counselor has been available at a booth inside of the Student Center for quick assistance, such as help in finding a class or looking up a class status on the website.

Program review is completed every three years with the last one completed in 2008-09. In the past program review reports, the counseling staff developed a Student Learning Outcome of ensuring that all students who complete a guidance course will have an accurate educational plan on file. Scanned educational plans were reviewed and showed that, in fall 2008, 81% of the students who had completed the course had educational plans on file, and, in Spring 2009, 73% had educational plans on file. This information was studied for possible variables that may have affected the results and changes were made in the Counseling Center based on the findings.

On a college-wide basis, the number of students completing Student Educational Plans (SEP) increased from 7,697 in 2007-08 to 9,563 in 2009-10; this represents an increase from 40% to 49% in terms of the number of students with SEP completed. The fact that both student retention and successful course completion rates increased during this same period, with the former increasing from 81.2% in Fall 2007 to 83.2% in Fall 2009 and the latter increasing from 62.7 to 63.5%, supports the assumption that a positive correlation exists between SEP completion and student success. While the college keeps track of the number of students who complete SEPs, it has yet to establish goals for increasing the number and percentage of students who complete education plans. In light of the evidence that SEP completion promotes student success, these targets should be established and action plans designed and implemented.

According to the results from the online satisfaction survey that was conducted in May 2008 by the Vice President of Student Services, Counseling scored above the campus standard of 75% in all areas measured. The specific results are outlined above in Standard II B.3.c. The areas that indicate need for improvement, including wait time for an appointment and increasing hours for more access, would require reducing the counselor to student ratio.

**Planning Agenda**

The college will establish goals and targets for increasing both the overall number of students who complete Student Educational Plans and the percentage of students with an informed educational goal of transferring or completing a degree or certificate who do so. The college will devise and implement strategies for reaching these objectives. Further, the college will take steps to ensure that all students completing a guidance course have accurate educational plans on file.

**Standard II.B.3.d**

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
Descriptive Summary

Modesto Junior College is committed to designing and maintaining programs, practices, and services that support and enhance student understanding and appreciation of diversity. The college’s Strategic Plan, Goal 9, Objective 9.2, provides the general guidance for implementation and evaluation of student learning programs and services that promote diversity. The college has also been recognized as a Hispanic Serving Institution by facilitating programs that support diverse students and creating practices that enhance student understanding and appreciation of diversity [Ref. IIB-72]. The non-discriminatory district board policy 5510- Non-Discrimination (Equal Opportunity), “…which affirms its commitment to equality of opportunity for all individuals,” guides this process. In addition, this commitment requires that “…no discrimination shall occur regarding admission or access to, or treatment or employment in, any programs or activity in the college on the basis of ethnic group identification, religion, age, sex, sexual orientation, color, physical or mental disability, or lack of English language skills.” [Ref. IIB-73]

MJC affirms this belief through its vision and mission statement which “…challenges all students to become successful, through innovative instructional and support programs…” and by becoming “…lifelong learners who strengthen their community in a diverse and changing world.” One of MJC’s core values is inclusiveness, which celebrates each individual’s uniqueness through commonalities and differences. [Ref. IIB-74] The mission and values also encourage “…open communication, ongoing collaboration and the free exchange of ideas with all.”

Self Evaluation

The college meets the Standard. MJC develops student clubs through the Student Development and Campus Life Office in response to student interest in diverse issues. The 25 established campus clubs range in interest from sports and performing arts to multicultural concerns, such as the International Club, M.E.CH.A., Black Student Union, and Fateh Bhangra Crew, to the Student Environmentalist Organization.

In order to be fully inclusive of all students, comprehensive services are provided at both the East and West Campuses. The self-governing body of the Associated Students of MJC (ASMJC) directs extracurricular activities under the supervision of the Director of Student Development and Campus Life Staff. ASMJC was also established in order to enhance sound student government and citizenship; express the general will of the students; further cooperation with administration, staff, community, and other educational institutions; and create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare. This past year, student clubs hosted approximately 87 extracurricular activities that enhanced student life outside of the classroom. Examples of activities that promoted diversity were the Pow Wow, Cesar Chavez Day, Martin Luther King Day, The African-American Education Conference, and Welcome Back Hospitality Booths. The effectiveness of services and/or activities is measured against the student activities outcomes to increase student engagement and improve overall student success. The tools that were used as measurement were self-assessment observation sheets, activity sheets, and the Community College Survey of Student Engagement.

The college also promotes an appreciation of diversity on campus by supporting the Civic Engagement Project, which is a joint venture between the Yosemite Community College District, ASMJC, and the League of Women Voters of Modesto. One of the four areas of interest of the CEP is multicultural education. The CEP is dedicated to bringing faculty, staff, students, and members of the community together by creating opportunities to educate, unite, and empower. Its purpose is to develop the awareness, knowledge, and skills that promote respect for diversity at MJC and within the community. A sample of last year’s events include the hosting of a film that captures the historical and personal perspective of a Laotian immigrant family in the United States, a symposium on Haiti, a lecture on unemployment in Stanislaus County, and various on-campus activities, such as a celebration of Earth Day, The Hispanic Education Conference, and the Pow Wow: A Celebration of Native-American Heritage.
There are many programs that reflect MJC’s commitment to understanding and appreciation of diversity by providing support services to the different populations it serves. One such program is the International Student Program. This program serves to provide legal, academic, and personal support to enable international students to achieve their academic and personal goals. In addition, the International Student Program functions as the liaison between the college and United States government agencies. The service area outcomes are assessed through the evidence of maintenance of F-1 status by the students.

Other programs, such as Extended Opportunity Programs & Services (EOP&S) and Disabilities Program (DSPS), serve to support student success by helping students feel included, appreciated, and understood. These programs serve low-income and/or academically disadvantaged students. All program staff work to ensure that all program participants fulfill the student learning outcomes by completing a financial aid application, having an educational plan on file, and utilizing services provided by the program, which include but are not limited to cultural events, academic advising, and assistance with applying to four-year colleges. All students complete pre- and post- surveys that evaluate the services provided by the program and measure the degree of achievement of learning outcomes. Students ranked services in the 90th percentile for satisfaction with office hours, timely services, clear and easy procedures, helpful friendly staff, clear materials, trained/knowledgeable staff, and help towards student success.

As part of serving a diverse community population, the Office of the Pre-College programs—which specifically oversees three TRIO Programs, Educational Talent Search (ETS), and two Upward Bound (UB) programs—serves to incorporate services into the neighboring community high schools. Along with the MJC outreach and financial aid programs, the Pre-College TRIO programs serve as liaisons to neighboring schools in order to provide college application workshops in both English and Spanish in the fall and the spring. The financial aid workshops are also aligned in a similar format, and parents are encouraged to attend in order to better assist high school seniors. These activities are aligned with the programs’ SAOs, which call for helping students review the college enrollment process and to assemble and submit financial aid forms. This past year, 98% of the high school seniors who participated in the programs filled out a college application and a financial aid application, and 85% will be enrolling in a post-secondary institution of their choice. All program outcomes are measured against the annual performance report submitted to the Department of Education [Ref. IIB-75].

In an effort to include all students through the pathways to success, MJC recognizes that students with disabilities have the right to equal opportunity for education and that pursuing this right may present unique needs that must be accommodated. In order to meet such needs, an ADA/Section 504 Coordinator has been designated to organize and carry out access requirements of the American with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. Students who are receiving services are also encouraged to participate in the Students with All Abilities student club and the Sign Language Club. Both of these clubs sponsor numerous social and cultural/educational activities on campus.

**Planning Agenda**

The college has recently received a Title 5 Hispanic Serving Institution grant that includes a component to support multicultural and diversity initiatives on campus. A Staff Development Diversity Advisory Committee, which falls under the direction of the Civic Engagement Project, will institutionalize diversity programs, practices, and services that support the appreciation of diversity.

**Standard II.B.3.e**

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Descriptive Summary**

The college uses the following assessment
instruments to assist with placement in English, English-as-a-Second Language, and math courses:

- Math Diagnostic Test of Proficiency, 4 levels
- Accuplacer - English and Reading
- Combined English Language Skills Assessment

These assessment instruments are on the List of Approved Assessment Instruments (Title 5. 55521(a) and are all used to place students in math, English, or ESL (Title 5. 55521(b). They have all been validated for appropriate cut scores, disproportionate impact, and content validity.

As assessment instruments are adopted, validity studies on cultural bias and sensitivity, content validity, and cut score determination are performed to determine if the instrument is viable for the intended curriculum. Continued and periodic validation studies occur approximately every six years. These follow-up studies include appropriateness of cut scores and disproportionate impact (Matriculation Research; Assessment Validation Studies: Math, English, ESL/Other: Disproportionate Impact, 2008-09.) [Ref. IIB-76] [Ref. IIB-77]

Faculty members are involved in placement practices and consider alignment of courses when making curriculum changes or when developing new courses. Faculty members follow the requirements of the District Model Policy on Prerequisite Validation when establishing or renewing prerequisites and co-requisites at the Curriculum Committee. Courses must be reviewed and approved every five years.

Continued and periodic validation studies occur approximately every five years when courses are periodically reviewed through the Curriculum process. The MJC Research and Planning Office provides data on successful course completion rates; this data can also trigger a curriculum or placement review as course success rates improve or fall. [Ref. IIB-78]

**Self Evaluation**

The college meets the Standard. Several factors have contributed to recent improvements in the placement process. First, faculty and research staff have become more involved; second, faculty have increased their level of understanding that an effective placement process requires a thorough review of the curriculum as well as data analysis; and finally, the college has hired a Research Analyst who understands the validation process and is able to work effectively with faculty. As a result of these developments, the relationship between placement practices and classroom success has been effectively strengthened.

In 2009-10, the faculty of the English-as-a-Second Language (ESL) Department met as a group to discuss the effectiveness of the current ESL placement process and the possibility of implementing an assessment for their non-credit ESL course sequence and changing the instrument used for credit ESL. Staff from the Matriculation Department and the Research and Planning Office worked with ESL faculty to create a process of test selection that met Title 5 requirements. The ESL faculty also studied the alignment of their non-credit ESL classes, which suggested a review of the alignment of their credit ESL classes. The college uses the Accuplacer ESL assessment instrument for placement in credit ESL classes.

A thorough content validity study of the Accuplacer ESL assessment instrument and the Comprehensive Adult Student Assessment Systems (CASAS) assessment instrument suggests that both tests should be administered. The decision regarding the assessment process was based on data provided by the Research Office regarding student success and failure rates in all levels of ESL courses and in the lowest level of English composition, on informed faculty perceptions, on student perception, and only after an extensive, in-depth review of curriculum alignment.

Math faculty regularly review their student success rates and their assessment processes [Ref. IIB-79] [Ref. IIB-80]. During Fall 2010, math faculty and the research and matriculation offices embarked on the adoption of Accuplacer Math to further improve math placements, which will eventually improve student success rates in their math courses.

Student Services has worked to increase the number of students who test annually. Student Services systematically provides assessment information to continuing—as well as new and returning—students. A college-provided student email system has been implemented, and during the admissions process,
students are encouraged to activate their accounts. The college is able to communicate regularly with students who activate their email accounts. Offices involved in enrollment—including Admissions, the Welcome Center (Orientation/Advising), and the Testing Center—regularly review information sent to students and work to improve messages. This practice has contributed to the increased number of students who complete assessment, as shown in the following table:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>2009/10</th>
<th>2006/07</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Assessments</td>
<td>8,512</td>
<td>6,612</td>
<td>2,970</td>
</tr>
<tr>
<td>English Assessments</td>
<td>7,283</td>
<td>6,542</td>
<td>5,153</td>
</tr>
<tr>
<td>Reading Assessments</td>
<td>7,389</td>
<td>6,703</td>
<td>5,158</td>
</tr>
<tr>
<td>ESL Assessments</td>
<td>316</td>
<td>388</td>
<td>NR</td>
</tr>
</tbody>
</table>

Source: CCC Data Mart/Assessment [Ref. IIB-81]

Planning Agenda

None.

**Standard II.B.3.f**

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The privacy of student records is mandated by the Family Educational Rights and Privacy Act (FERPA) and is enforced by the federal Department of Education. YCCD Board Policy 5040 - Student Records, Directory Information and Privacy, responds to the FERPA regulations and advises the college on the definition of student records as well as guidelines for releasing student records [Ref. IIB-82].

Student Records and Privacy Act

The Modesto Junior College Catalog describes for students, faculty, and staff:

- Academic Records Regulations (notify the faculty and staff of their responsibilities for maintaining the privacy of student records)
- The Student Records and Privacy Act (explains to students their rights with regard to inspecting and accessing their records)
- Disclosure of Student Records (explains to faculty, staff, and students under what specific circumstances the college may disclose information)

The Faculty Enrollment Handbook, provided annually by the Admissions and Records Office, provides faculty with information concerning the privacy of student records [Ref. IIB-83].

Student Services staff members are well-trained regarding the privacy of student records. Staff development workshops pertaining to managing the privacy of student records have been offered for classified staff and administrators. These comprehensive workshops provide an in-depth overview of FERPA regulations, and these workshops also provide case studies that emphasize real situations encountered on a daily basis.

The Maintenance, Retention, and Destruction of Student Records: Modesto Junior College Admissions and Records maintains student records according to the Records Retention and Destruction of Records guidelines outlined in the Requirements of the California Community College Attendance Accounting Manual [Ref. IIB-84] and Yosemite Community College District Policy 2300 [Ref. IIB-85].

The Attendance Accounting Manual, published by the California Community Colleges, serves as the guideline for the classification of records. Student records are classified as:

- Class 1 – Permanent Records
- Class 2 – Optional Records
- Class 3 – Disposable Records

In Admissions and Records, staff classifies student records as either Class 1 (Permanent) or Class 3
(disposable after three years.) Processes have been developed in each office whereby Class 1 documents are either scanned into the Matrix electronic filing system and permanently stored or are permanently stored in the cyberspace database; or are classified as Class 3 documents and maintained for three years and then shredded.

Not mentioned in the Attendance Accounting Manual, but of increasing concern for Admissions and Records Offices, is the reality that student records are now available in more than just a paper format and are stored in more than just a metal cabinet. Documents are available in the following formats:

- Matrix
- Paper
- Microfilm
- Microfiche
- Electronic (not referenced in the Attendance Accounting Manual)

These documents are now stored in the following ways:

- Physical document (paper) filed in Admission and Records File Cabinets
- Scanned document scanned into an electronic filing system called Matrix
- Electronic documents (such as admissions applications) are stored in an electronic database
- PiratesNet, the college’s web-based student portal

The electronically stored documents (Matrix) are accessible to faculty and staff who have security access. Each document is named, and each security class has access only to documents that have been approved for that security classification. The Dean of Matriculation, Admissions, and Records, the Admissions and Records Technician who supervises document scanning and indexing, and the Admissions and Records Technician who supervises the office where the scanning occurs determine security access levels for various staff needs.

An off-campus server stores the data to prevent loss of records in the event of an on-site disaster. Data is backed up daily. Should the Matrix system crash, the Information Technology Department, responsible for maintaining the server, has a back-up data process available that will restore the system. Information Technology recommended the purchase of the Matrix System because of its secure platform.

Class 1 documents are stored in the Admissions and Records office where only staff have access to them. Class 3 documents are stored in offices or in other locations on campus for at least three years and are then shredded. By September 2011, Student Services will open a new Student Services Building. It is expected that with space available in this building as well as records maintaining the vault in Morris 105, Admissions and Records will be able to store all Class 3 documents in a secure environment.

The college has two sets of microfilm records, and they are stored in separate buildings on campus to ensure preservation in case of an emergency. One set is stored in a fire-proof vault that has a sprinkler system, and the other set is stored in the Admissions Office. There is only one set of microfiche, and it too is stored in the vault. The Admissions and Records strategic plan includes a plan to store both microfilm and microfiche on Matrix; however, there is not funding for this conversion at this time.

Information Technology makes the following assessment of the database in cyberspace:

Datatel: The college and district use the Datatel system for all of its applications from student to finance. All student demographic data and academic data are stored in a secure environment. Only staff members whose job duties require access to student records are allowed access to screens that contain this information. Security classifications are carefully determined by job classification. When users log in to the system, their credentials are checked against set up tables that define the security privileges assigned to the employee. In addition, unless a staff member needs access to a student’s social security number, it is blocked from the screen. All information (rollbooks, rosters, etc.) for faculty are printed with the student’s Datatel identification number, not the social security number.

PiratesNet: Students are able to access their unofficial transcripts and are able to register, add, and drop classes using our web system the PiratesNet. Privacy is protected because students use their Datatel identification number and a self-created password.
There is at least one evident concern associated with the security of this system. The system allows for students who have forgotten their passwords to phone the help desk and have their password re-set to their birthdate. Then, students can access their records if they have their social security numbers. Over the past eight years, there have only been three or four students who have expressed concerns regarding the security of their accounts, and those breaches may have been the result of shared passwords. In these situations, the student’s log-in was changed so that only the student could access the password.

**Self Evaluation**

The college meets the standard. FERPA workshops, while effective, are not offered on a regular basis. Student Services should provide annual workshops concerning the privacy of student records, and all staff and faculty should be required to attend.

Of increasing concern for Admissions and Records Office staff is that student records are now available in more than a paper format and are stored in more than a metal cabinet.

The electronically stored documents Matrix are accessible only to faculty and staff who have security to access them. Each document is named and each security class has access only to documents that have been approved for that security classification. The determination as to which staff shall have security to access Matrix documents is made by the administrator who is responsible for the documents. Each office controls its own scanning and indexing processes.

An off-campus server stores the data to prevent loss of records in the event of an on-site disaster. Data is backed up daily. Should the electronic system crash, the Information Technology Department is responsible to restore the data. Since the Records Office maintains scanned (the physical document) documents for a period of one year before destroying, they are available for re-scanning and indexing should a back-up problem occur. Our Information Technology Department recommended the purchase of Matrix because of its secure platform.

The Admissions and Records strategic plan includes a plan to store both microfilm and microfiche electronically in Matrix; however, there is not adequate funding for this conversion activity at this time. The college must allocate resources as soon as possible to provide for the storage of microfilm and microfiche electronically. Although we have two sets of microfilm, the college only has one set of microfiche, and that set is stored in the Records Office vault, which has not been determined to be fireproof. Additionally, the equipment used to retrieve microfilm and microfiche are antiquated and service and replacement parts are no longer available. Thus, the college may one day lose the ability to retrieve these records.

The district Datatel Steering Committee should discuss all methods of data storage. A thorough discussion of storage, access, and back-up should take place as soon as possible, and a regular process of review should be put in place.

The Datatel log-in needs to be reviewed, and steps need to be taken to maintain student privacy.

**Planning Agenda**

The college will formulate an action plan to address the security and data storage and retrieval concerns identified in the preceding section.

**Standard II.B.4**

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Descriptive Summary**

Modesto Junior College Student Services provides for systematic review of its services through annual assessment, program review, and resource allocation. These campus-wide processes integrate
student services Service Area Outcomes (SAO), instructional Student Learning Outcomes (SLO), and Administrative Unit Outcomes (AUO) in order to collaboratively address student needs [Ref. IIB-87].

A task force consisting of support staff, counseling faculty, and administrators created the program review process for student services that incorporated the college Strategic Plan and resource allocation. During the 2007-08 academic year, all service areas completed a program review addressing unit-specific objectives and seven service area outcomes, which were identical for all units. A survey was created for service area outcomes, which incorporated key improvement areas highlighted from the 2006 Community College Survey of Student Engagement (CCSSE) [Ref. IIB-86]. Data for service area outcomes was collected from the electronic survey and point-of-service surveys according to specific timelines. The task force agreed on the following components for the student services program review process:

• Self assessment from unit staff
• Satisfaction rating and comments from students
• Satisfaction rating and comments from campus faculty, support staff, and administrators
• Incorporation of the results for areas identified in the CCSSE
• Inclusion of the Student Learning Outcomes

The 2008 Student Services program review addressed the seven Service Area Outcomes [Ref. IIB-87]. Results of the on-line and point-of-service surveys, as well as staff self-assessments for service area outcomes were collected and analyzed, and improvement areas were identified. Department-specific action plans were developed, which aligned with the college Strategic Plan and resource allocation processes. Units created goals and objectives according to a four-year cyclical process designed for continuous improvement. Results of unit-specific objectives were reported in the next review period.

During the 2009-10 academic year, MJC’s Accreditation/Institutional Effectiveness (AIE) committee restructured its assessment and program review process. This restructure allowed Student Services to move towards an annual improvement model with regular reviews by the student services Assessment Work Group representative, Unit Manager, Assessment Work Group, Program Review Work Group, Vice-President of Student Services, Planning and Budget Committee, and college President. Results were disseminated in unit forums as well as on the college website.

Self Evaluation

The college meets the Standard. Modesto Junior College has made considerable progress in assessing student support services in recent years. The college’s student support services operations use a program review process which includes direct point-of-service surveys, online questionnaires, and campus-wide staff surveys to assess services for improvement purposes. Data analysis was facilitated through the college’s Office of Research and Planning. This evaluation process is directly linked to service area outcomes and is intended to be administered every four years. Continuous student services program development and improvement is driven by program review data collection and analysis. The most recent program review process indicates that students, faculty, and staff believe the services offered are strong and comprehensive. In the majority of categories, students and faculty/staff provided approval ratings that exceeded the internal standard of 75 percent.

While qualitative assessment measures, such as staff self-assessments and student satisfaction surveys, constitute significant improvements over past practice, there is a need to assess the effect of utilization of student support services on student success using quantitative measures. Specifically, Student Learning and Service Area Outcomes for student support programs need to incorporate analysis of the quantitative relationship between program participation and measurable improvements in student success in comparison with similar groups of students who do not utilize programs. For example, the grade point averages of active participants in ASMJC can be compared to the overall student GPA. Similarly, data comparing retention, persistence, and successful course completion rates of participants and non-participants in student support programs can be collected and analyzed. Conducting analyses of this nature will contribute to data-driven planning that will benefit student learning and success.
Planning Agenda

Modesto Junior College will transition to an annual program review process for each student services department. The current multi-year cycle has been successful, but transitioning to an annual review will directly align Student Services with the college’s strategic planning process. Further, the college will strengthen its methods of assessing student learning and service area outcomes for student support programs by analyzing comparative grade point averages, successful course completion rates, and persistence and retention rates for program participants versus non-participants.
Standard II.B Evidence List

1. Yosemite Community College District Mission Statement
2. Modesto Junior College Mission Statement
3. Admissions and Records
4. California Work Opportunity and Responsibility to Kids (CalWORKs)
5. Career Development and Transfer Center (CDTC)
6. Cooperative Agencies Resources for Education Program (CARE)
7. Counseling Center
8. Disabled Student Program and Services (DSPS)
9. Evaluation Services
10. Extended Opportunities Programs & Services (EOP&S)
11. Health Services
12. International Student Program
13. Matriculation Services
14. Student Development and Campus Life
15. Student Financial Services
16. Testing and Assessment
17. TRIO Pre-College Programs
18. TRIO/Student Support Services
19. Tutoring Centers
20. Veterans Services
21. Office of the Vice President of Student Services
22. Student Area Outcomes (SAO)
23. Modesto Junior College, Strategic Plan, 2008-2013
24. Budget Planning and Program Review Process
25. Accreditation/ Institutional Effectiveness (AIE) Committee
26. Planning and Budget Committee (PBC)
27. Student Services Mission (2011-2012 MJC Catalog, Pg. 48)
28. Student Services Program Review, May 2008
29. Student Services Performance Survey, May 2008
30. Modesto Junior College Climate Survey Analysis, Spring 2010
31. Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement (CCSSE), 2009
32. Yosemite Community College District Website
33. YCCD Board Policies and Procedures
34. Modesto Junior College Website
35. Help for Students Website
Standard II.B Evidence List

36. Modesto Junior College Catalog, 2011-2012
37. Student Services Program Review 2007-2008
38. Apply for Admissions Online
39. BlackBoard Login
40. College Forms
41. Computer Technical
42. Helpful Documentation
43. Helpdesk for Online Classes
44. Modesto Junior College, Student Handbook
45. Online Advising and Counseling
46. Online Classes
47. Online Learning Help
48. Online Registration
49. Online Registration Guide
50. PiratesNet
51. Register for Classes
52. Scholarships
53. Student Email
54. Student Email Help
55. Student Employment
56. Technology Support Email
57. Child Development Center
58. Guidance Courses
59. MOU with Vista Child and Family Services and Center for Human Services
60. Office of Student Success
61. Orientation and Advising
62. Student Loans
63. MJC Scholarship Program
64. TRIO/Student Support Services
65. “Guide to the Evaluation of Educational Experiences in the Armed Services”
66. Welcome Center
68. Student Development and Campus Life
69. Associated Students of MJC
70. Civic Engagement Project
Standard IIB Evidence List

71. Program Review 2008-2009 and Addendum (2009-2010) for Counseling
72. Modesto Junior College, Strategic Plan, 2008-2013 (Goal 9, Objective 9.2)
73. Board Policy 5510: Non-Discrimination (Equal Opportunity)
74. MJC Vision, Mission and Core Values
75. Student Services Program Review 2007-2008
76. Matriculation Research; Assessment Validation Studies: math, English, ESL/Other
77. Disproportionate Impact, 2008-09
78. MJC Research and Planning Office
79. Spring 2006 Math Analysis
80. Validation of New Math Cut Scores 2006
81. CCC Data Mart/Assessment
82. YCCD Board Policy 5040: Student Records, Directory Information and Privacy
83. Modesto Junior College Enrollment Guide for Faculty
84. California Community College Attendance Accounting Manual
85. YCCD Board Policy 2300: Public Records – Retention and Destruction
86. Analysis of the Community College Survey of Student Engagement (CCSSE), Executive Summary, Spring 2006
87. Student Services Service Area Outcomes
Standard II.C.
Library and Learning Support Services
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using Student Learning Outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Modesto Junior College’s library collection consists of approximately 52,000 print books, over 20,000 eBooks, 201 print periodical subscriptions [Ref. IIC-1], and in excess of 10,000 full-text periodicals accessed via 47 subscription databases containing magazines, journals, newspapers, and government documents. The majority of the collection has been acquired because it directly supports the curriculum [Ref. IIC-2]. It is sufficient to support both instructional and co-instructional activities at the college, and is well employed in these endeavors. Almost every database shows an increase in usage over the past five years [Ref. IIC-3]—an indication that students and faculty are utilizing the electronic resources.

The library systematically assesses the collection’s ability to meet the changing needs of the institution. In 2009, the librarians undertook a comprehensive review of the library collections in preparation for the Library’s renovation in 2012. Materials that were deemed outdated or unused are being withdrawn weekly. Even after this significant de-selection, 60 percent of the titles in the library still have publication dates before 2000 and approximately 22 percent were published after 2004 [Ref. IIC-4]. In addition to evaluating the collection for currency, the library is also evaluating the print periodicals collection for usage.

The quality of the college’s instructional programs is also enhanced by the electronic resources developed and maintained by the library. The library’s website [Ref. IIC-5] provides students, staff, and faculty with round-the-clock access to the materials necessary for academic research. After authenticating via a proxy server, users can use the online MJC Catalog to search the library’s physical collection of books (both print and eBooks), videos, and periodicals, and access 47 periodical databases online. Additionally, users can access librarian-developed research guides that provide assistance and instruction.

In spring 2010, the library’s heavily-used reserve collection, consisting primarily of textbooks and videos, included 2588 items on East and 780 on West. In response to increasing student need for textbooks, the college bookstore has recently contributed a number of titles to the collection. Additionally, to further support instruction, the college President has directed that copies of textbooks required for the college’s most heavily enrolled courses be obtained and available to student for in-library reserve use. While 203 textbooks were purchased for the spring
2011 semester, budget constraints may preclude additional purchases.

The development of the library materials collection is an ongoing collaborative process at MJC. Collection development librarians are primarily responsible for purchasing and withdrawing library materials in collaboration with all other faculty librarians. The systems librarian maintains the online subscription databases and web-based learning and information resources. The instruction librarian serves on the curriculum committee, and ensures that the library holds materials necessary for student success in newly proposed courses and programs. Ultimately, all library faculty members provide input into the collections using selection tools such as professional library journals, publishers’ catalogs, online sources, instructor bibliographies, and faculty recommendations. Each librarian serves as a liaison to a different instructional division facilitating the incorporation of faculty expertise in the library selection/de-selection process.

Instructional programs are also supported by the library’s maintenance of 73 computers in two labs on East Campus that provide students access to all library resources, the Microsoft Office Suite, student email, and the Internet. Many computers within the labs also have course-related programs for disciplines including math, computer programming, criminal justice, accounting, and ESL. In addition to these computers, five laser printers (including a color laser printer) and two scanners are available to any MJC student for academic purposes. Two additional computers are equipped for and reserved for students with disabilities and include separate text enlarging units. Staff members from disability services assist with hardware and software needs to increase accessibility [Ref. IIC-6]. Additionally, four workstations near the reference desk are reserved for students accessing the online MJC Catalog or subscription databases, often while receiving help from a librarian, and four laptops are available in the stacks for accessing the online MJC Catalog. West Campus has 38 computers, (one of which includes screen-reading software), one Mac, three laser printers (one color), a scanner, and one disability station available for academic use of students.

Each campus’ Library also has equipment available to play movies (VHS or DVD) and the East Campus Library has a microfiche viewer for accessing old periodical backfiles. Wireless Internet access is available to students across both campuses and is heavily used in each library. All printing in the three labs is managed through the GoPrint cost-share printing system. Student use of computers is tracked with a positive attendance system.

In order to provide uninterrupted service, the library receives technical support for its instructional technology from the staff in the Media and Technology Services Department, which is responsible for supporting all college instructional technology needs. This department selects and installs hardware and software and maintains computers and media-related equipment throughout the college. The college and district technology committees engage in dialogue regarding the selection process, as do faculty who require students to use particular software. Media and Technology Services staff members ensure that selected software and equipment are compatible with that already present in the college system, meet minimum college standards, and can be maintained by their own technicians. Maintenance of the library’s technology is effectively managed with Track-It!—an intranet site that handles day-to-day support requests. Phone support is also available from a support desk on site. Computer lab staff members regularly submit a list of changes that need to be made to the lab computers via the Lab Maintenance Request intranet site. Lab maintenance includes, but not limited to the installation or removal of applications, desktop icons, desktop screens. Staff in the Library’s computer labs, as well as student workers, are always available to assist students. They also assist in the configuration of students’ personal computers to access the district’s wireless internet connection. Computers are currently replaced on a four-year cycle.

Furthermore, the district has set up an IPVCR [Ref. IIC-7], which is a network appliance that records video conferencing sessions for playback over the Internet. The nursing department is the first to utilize the IPVCR to enhance student learning. It has been primarily used for distance education purposes in the nursing classes that are held at
MJC and connected to remote campus sites (i.e., Columbia, Patterson, Sonora Nursing Center). Nursing students have the ability to review entire lectures via streaming Internet video, either in the campus computer labs or from any remote computer connection with Internet access.

**Self Evaluation**

Significant progress has been made toward addressing this standard, and plans are in place and underway to improve the library’s facilities, to strengthen the college’s investment in library resources, and to enhance the role of the faculty in maintaining the currency of the library collection. Since the 2005 Self Study, the library has taken several steps to make its collections more current and relevant and to improve access to resources and services, despite a very limited budget. As a result of careful purchasing and the withdrawing of seldom-used print material, the collection physically housed in the Library is steadily becoming more relevant. To expand and improve access to information, particularly for remote users, the librarians have been augmenting the library’s electronic resources and facilitating increased access to those resources. The updated electronic collections and services position the library well for the upcoming Library building renovation, when expanded online library services will be provided necessarily from an alternate location and most of the print collection will be in storage.

In order to determine the sufficiency and quality of the library’s resources, *MJC’s Spring 2010 MJC Climate Survey* contained two statements related to the library to which employees were asked to respond. The first (3.8) was, “Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.” Results indicated 55.8 percent strongly agreed or agreed, 30.9 percent strongly disagreed or disagreed, and 13.3 percent responded not applicable or did not answer. Upon reflection, the question could have been better worded, since, by adding “regardless of location” to the end of the statement, some employees who are very happy with the resources on East Campus may give a lower overall response because West Campus is open fewer hours and has fewer resources on the shelves. Alternatively, respondents may be satisfied with online resources but give a low mark for insufficient quiet study space in the physical spaces. In retrospect, it is evident that separate questions should have been asked about East, West, and online resources respectively. Nevertheless, the fact that nearly one-third of faculty, staff and administrative respondents disagreed with a statement concerning the adequacy of library resources indicates that, regardless of the potentially flawed wording of the survey statement, this is a matter of concern that needs to be addressed. In particular, there is a need for a more steady infusion of funding to support library resources, including enhancements to the library collection. The current library collection lacks currency, particularly with respect to printed materials. While de-selection of dated material is underway in earnest, a decision has been made to defer significant acquisition of newer, more current printed materials until the completion of the East Campus Library renovation, scheduled for 2013. Of equal importance is the need to engage the faculty more actively in the management of the collection by encouraging faculty participation in the selection and de-selection of library materials. Once the college begins to invest significantly in new library materials following completion of its building renovation plans it is essential that stronger procedures be in place for ensuring increased faculty participation in library collection decision-making.

The second relevant statement on the climate survey (4.17) was, “Computer access is sufficient to support MJC faculty, students, and instructional programs.” Results indicated 80.5 percent strongly agreed or agreed, 15.3 percent strongly disagreed or disagreed, and 4.2 percent responded not applicable or did not answer [Ref. IIC-8]. While this result is not especially discouraging, additional data contained in the 2010 *MJC Climate Survey*, as well as the *Spring 2009 Community College Survey of Student Engagement (CCSSE)* [Ref. IIC-9] concerning low rates of student utilization and student/faculty/staff satisfaction with college writing and math skill labs and tutorial services prompted a decision to incorporate an Integrated Learning Resource Center into the planned renovation of the East Campus Library and to develop a similar facility on the West Campus. The college is moving forward with these plans to better support its instructional programs.
Planning Agenda

The college will incorporate a standing line-item for library resources into the college's multi-year financial plan and allocate funds annually from this line-item to each instructional division as a means of encouraging their participation in library resource acquisition and maintenance. The college will also continue with the remodel of the Library and the development of the Integrated Learning Resource Center as planned.

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The mission of the Modesto Junior College Library Instruction Program is to increase information competency within the MJC community. Information competency incorporates the ability to effectively identify information needs, and to gather, evaluate, and use information. The document used to guide the library’s efforts in this arena is “Information Literacy Competency Standards for Higher Education,” from the Association of College & Research Libraries [Ref. IIC-10]. By aiding in the development of these abilities, the instruction program furthers student success, prepares students to transfer to four-year universities and/or enter the workforce, develops critical thinking skills, and helps provide the foundation for lifelong learning.

Librarians collaborate with faculty and staff in order to support students’ information needs within the context of the academic programs and curriculum on MJC campuses. This effort includes assisting MJC faculty with instruction. Each semester librarians offer 50 to 80 instruction sessions on library use to students [Ref. IIC-11, 12]. Because presentations for a specific class are most effective when tied to a course outcome, instructors are encouraged to discuss assignments with a librarian who will tailor the presentation to meet those needs. The library’s instruction program is intended to increase users’ recognition and usage of all library programs, services, and resources. In addition to in-class lectures, the instruction program also includes research workshops, library tours, hands-on demonstrations, research guides, and individual assistance at the reference desk (in person, by telephone, or by email) [Ref. IIC-13].

When faculty staffing levels were at their optimum, three librarians taught transferrable credit-bearing research courses. The library offered four sections of its 12-week, two-unit course—LIBR 100: Research Methodology. This course was taught both online and face-to-face; one section was taught as a part of a learning community with an English 101 class. The library also offered a face-to-face version its one-unit class—LIBR 120: Library Research on the Internet. When the library was asked to cut down on its faculty overload costs due to budgetary constraints, it lost the online version of LIBR 100 and one section of LIBR 120. With the loss of one fulltime faculty member and all adjunct librarians (30 hours per week) due to reductions in force, the library will have to further reduce its course offerings by eliminating the learning community. Thus, in Fall 2011, the library will be offering only 45 percent of the courses it was able to offer two years ago. Students, staff, and faculty not enrolled in research courses can take advantage of librarian-developed internet tutorials in the library’s research guides providing instruction on how to research, using library resources, evaluating web pages, and writing research papers, among others [Ref. IIC-14].

In the research courses, librarians use instructional methods that reflect a diverse community of learners and accommodate a variety of learning styles to guide students through the research and writing process from topic development to citing sources. Instruction includes ways to choose and develop a research topic, how to construct a thesis statement, and how to develop appropriate search strategies to find information in both electronic and print resources. Librarians teach students to evaluate information critically for reliability, accuracy, and relevance. Lastly, they teach ethical matters of plagiarism (and how to avoid it), providing examples of how to include the ideas and findings of others by citing sources.
Surveys of students completing research workshops and other library instruction consistently reveal strong, positive reactions to the experiences. Examples include: “I wish I knew this last year. Thank you so much!”; “Everything was useful.”; “I have done this like five times and always learn something new.”; and “I felt all information was useful and made researching seem a less daunting task [Ref. IIC-15].”

Self Evaluation

Although seriously challenged by the current fiscal situation at the institution, the college meets this Standard as evidenced by the description.

Recent and dramatic reduction in adjunct and full-time library faculty (totaling 62 hours per week) represents a significant reduction in terms of the library’s ability to help students develop skills in information competency [Ref. IIC-16]. This reduction will affect all elements of instruction, including credit-bearing courses, access to one-on-one instruction at the reference desk, and tailored library instruction/orientations that occur in faculty classrooms. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES (a college with our enrollment should have at least six librarians). While MJC has been below this level for four years with only five librarians, beginning in summer 2011, the library will fall even further below this mandated level, and its ability to serve students will be seriously challenged.

Planning Agenda

None.

II.C.1.c

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

MJC strives to provide adequate access to the library and other learning support services. The primary library with more services is on East Campus; West Campus has a newer library, opened in 2002, but its collection is very small, its hours of operation fewer, and its staffing minimal.

Library Hours: Through spring 2011, regular hours on East Campus during fall and spring semesters were Monday–Thursday 8 a.m. to 9 p.m., Friday 8 a.m. to 5 p.m., and Saturday 9 a.m. to 5 p.m. Hours on West Campus were Monday–Friday 8 a.m. to 5 p.m. and closed nights and weekends. The East Campus circulation and reference desks were staffed with professional library personnel during most library hours [Ref. IIC-17]. The library on the West Campus only had a librarian up to 16 hours - per week and just a single person at the circulation desk. In the summer, the East Campus Library maintained shorter hours while West Campus was closed or open only a few hours per week. Reference assistance was also reduced during the summer. Maintaining adequate staffing has been a problem in the past three years, as staffing has not kept pace with the growth in student population. In fact, the library has lost 1.6 classified positions and one librarian due to attrition and these much-needed positions remain unfilled.

The recent and dramatic reduction in adjunct and full-time library faculty and in library staff required that the library reduce its hours of operation. West Campus Library closed at the end of the spring 2011 semester; it will reopen in the future as an Integrated Learning Resource Center housing a variety of tutoring functions. Although the number of fulltime librarians was reduced, the hours of the East Campus Library during fall and spring semesters are Monday–Thursday 8 a.m. to 9 p.m., Friday 8 a.m. to 5 p.m., and Saturday 9 a.m. to 5 p.m. [Ref. IIC-18]

The MJC library website is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: all of the library’s subscription databases; the online MJC Catalog of the library’s print, electronic, and audio-visual collections; and the learning tools on the library’s website, including
LibGuides (extensive research guides) covering a variety of subjects. 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 website, including databases, are accessible from all on-campus computers without any login [Ref. IIC-5].

Reference assistance by MJC librarians is available in person, by phone, and by email most hours the East Campus Library is open. Unfortunately, due to a recent reduction in staffing, those hours will now exclude evenings after 6 p.m. and Saturdays. Working students who need to use the library in the evenings or on weekends will not be served well. In March of 2010, the library began using SiteScripter to better track the quantity and type of questions answered by reference librarians in order to acquire the kind of student-specific information needed to improve services [Ref. IIC-19].

In the past, library faculty has strived to accommodate all faculty requests for orientations or other types of library instruction even when a librarian might not be scheduled, such as during summer terms, before 8 a.m., in the evenings, or on Saturdays. With the loss of one fulltime faculty member and all adjunct librarians (30 hours per week) due to reductions in force, the library will no longer have the flexibility to do this. There will be no research instruction after 5 p.m., on Saturdays or during early hours (6:30 a.m. courses), and few during the summer. Additionally, the library will have to lower its limit of guided instruction sessions from four per day to two per day. Additionally, the library will no longer be able to host the popular end-of-semester Cram Night it started three years ago.

The library maintains two Disabled Student Program and Services (DSPS) computer workstations on East Campus and one on West. 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.

Student use of computers is tracked with a positive attendance system. During the 2009-10 academic school year, students spent 112,787 hours using the East Campus Library labs and 12,779 hours using those in the West Campus Library [Ref. IIC-20]. During the same time, gate counts indicate 445,314 instances of entrance into the East Campus Library and 38,985 into the library on the West Campus [Ref. IIC-21].

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 wifi service offered on both campuses.

Altogether, MJC provides learning support services through 72 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 [Ref. IIC-22]. As is the case in the library, budgetary constraints and inadequate staffing make it difficult to provide the needed hours of lab operation.

Self Evaluation

Through spring 2011, the Standard has been met. The college’s experience with attempting to provide a full range of library services on both the West and East Campuses has, however, met limited success as a result of difficulties associated with: a) staffing both facilities adequately for a comparable range of hours and days per week; and b) ensuring that the library collection is optimally distributed, both in terms of currency as well as breadth and quantity, between the two Library facilities. Based on this experience, combined with analysis of data derived from the 2010 MJC Climate Survey, CCSSE, Accountability Report for Community Colleges (ARCC) and other sources discussed elsewhere in this report, plans were made to provide Integrated Learning Resource Centers on both the East and West Campuses while consolidating the largest part of the print collection at the larger East Campus Library facility [Ref. IIC-23]. It was thought that increased access to online resources, combined with the availability of free transportation between campuses via a college-supported shuttle service, would ensure that access...
to library and learning resource services would be readily available to all students and persons responsible for instruction and student support programs.

However, recent and dramatic reduction in adjunct and fulltime library faculty (totaling 62 hours per week) represents a huge blow in terms of the library’s ability to serve students who attend classes in the evening, on weekends, or on West Campus. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES (a college with our enrollment should have at least six librarians). While MJC has been below this level for four years with only five librarians, beginning in summer 2011, the library will fall even further below this mandated level, and its ability to serve students will be seriously challenged.

Planning Agenda

Fully implement plans for an Integrated Learning Resource Center on East Campus —to include the library—while consolidating the print collection at the renovated East Campus Library by spring 2013. Prioritize bringing library staffing levels back up to the Title 5 mandate.

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The MJC janitorial crew performs routine cleaning of the library building nightly. The facilities director has created a maintenance schedule that provides for daily inspection of building safety, sanitation, cleanliness, and lighting, as well as twice-yearly cleaning of carpets, hard floor surfaces, concrete surfaces adjacent to buildings, windows, and walls [Ref. IIC-24]. Adherence to these schedules would likely ensure that each library continues to be a clean, safe place to work and study, but because of staffing shortages and nonfunctioning equipment, the schedule cannot be maintained. The Modesto Fire Department performs regular inspections of the premises, as well, looking for any unsafe conditions.

Each library is fully locked and alarmed when no employees are present. All exterior doors on East Campus are alarmed, though only the rear door is on West Campus. As part of their rounds, campus security officers walk through the library as well as other computer labs and rooms offering learning support services. When available, an officer is present in the East Campus Library 15 minutes prior to closing to make sure all patrons are out of the building by closing time. West Campus has no consistent security presence when closing. Security gates at each entrance sound when someone attempts to take out of the libraries materials that have not been checked out or that are limited to library use only (materials have magnetic strips inside).

Antivirus software (Trend Micro) [Ref. IIC-25] and a robust workstation protection program called Deep Freeze [Ref. IIC-26] are installed on all student computer lab workstations on campus. When the machines are shut down at night, anything downloaded on or installed to them during the day is erased and each unit is restored to its original state. Security updates and Microsoft Operating System patches are also installed on student lab computers nightly. The district uses a firewall and a web security appliance called Iron Port [Ref. IIC-27] for web filtering and web caching. These tools block protocols that primarily involve illegal peer-to-peer file sharing, like GNUtella and EDonkey and deny access to sites that primarily allow access to illegal file sharing—like torrents. While torrents themselves can be legitimately accessed, the websites which distribute them are not available. Library laptop computers are physically locked down to reduce the chance of theft; their batteries have been removed for the same reason.

Self Evaluation

As evidenced by the description, the library meets this standard.

Planning Agenda

None.
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

To support its instructional programs, MJC library relies on a number of other institutions and sources for library support services. 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 interlibrary loan (ILL) 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 housed in the library’s collection. Users can quickly and easily submit ILL requests online [Ref. IIC-28]. Materials arrive, on average, nine days from the date of the original request, usually at no cost to the borrower. During the 2008-09 academic year, MJC borrowed 299 items from other libraries to satisfy the needs of its users. One hundred twenty-nine items were requested but unable to be located at another lending library [Ref. IIC-29].

MJC has a contract with SirsiDynix Corporation to provide maintenance of the Integrated Library System (ILS) purchased in 2002 [Ref. IIC-30] which is reviewed annually by the systems librarian. ILS modules include acquisitions, cataloging, circulation, ILL, reserves, serials, and an online MJC Catalog; each module is used daily by students, staff, or faculty.

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, which are only offered after having been well-reviewed by an electronic resources committee of community college librarians, are accessible both on-campus and remotely. Subscription fees and hosting fees for online content are negotiated by CCLC and paid by MJC library on an annual basis [Ref. IIC-31]. Librarians regularly have input into the selection of online subscription resources, as each must be renewed annually. The library currently subscribes to 47 subscription databases [Ref. IIC-2] purchased through CCLC from a variety of vendors including Gale, EBSCO, Bowker, Facts On File News Services, Congressional Quarterly, ABC-CLIO, and Rand. Librarians review and adjust electronic database subscriptions annually incorporating information such as feedback from students and faculty, database usage statistics compiled locally, and product reviews provided by the consortium. Usage of all digital resources is tracked by vendors for review by libraries [Ref. IIC-3]. The library has purchased eight netLibrary shared eBook collections through CCLC and now offers over 22,000 titles to its users. [Ref. IIC-32]. Librarians also selected over 35 online reference book titles for purchase in the past four years [Ref. IIC-33]. Librarians notify MJC staff and faculty users of pertinent trial database offerings and all new database subscriptions. Through observation and informal conversations, they solicit feedback from staff, faculty and students to ensure that the library’s databases support instructional subject areas across the curriculum. The systems librarian deals with problems that arise with any of the online resources. Electronic resources are evaluated for section 508
accessibility before purchase; CCLC posts this information on a password-protected portion of its website accessible only to members.

To ensure the online *MJC Catalog* remains up-to-date with its subject headings, author names, and other cataloging data, the library pays Library Technologies, Inc. (LTI) to complete authority work on the database two to three times per year. This makes possible continued, efficient access to library resources.

Collaboration with other institutions or sources also takes place outside the library. For example, beginning in fall 2010, all Allied Health programs will be participating in a rapid regulatory compliance training of students by HealthStream.com. This training is required by clinical instruction sites. Currently the training is completed by recorded video lecture and assessment test in the Allied Health computer lab. Additionally, the Associate Degree Nursing Program has graduating students take the Comprehensive Registered Nurse Licensure Predictor Assessment online, via Assessment Technologies Institute [Ref. IIC-34]. The “RN Comprehensive Predictor” assessment [Ref. IIC-35] is used to predict the probability [Ref. IIC-36] of a student passing the “NCLEX-RN,” which is the actual board licensure exam. Students view the RN Predictor as a practice test. The nursing department reviews test analysis results of the RN Predictor as part of the curriculum review process.

**Self Evaluation**

As evidenced by the description, the library meets the Standard.

**Planning Agenda**

None.

**II.C.2**

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Descriptive Summary**

The Modesto Junior College library evaluates its services by a variety of methods to assure adequacy in meeting student needs; these include the review of Student Learning Outcomes, student and faculty surveys, annual data surveys to the state [Ref. IIC-37], and usage data of the library website, databases, and circulating materials. The library also participates in the college’s program planning process.

The library uses Student Learning Outcomes [Ref. IIC-38] and an evaluation form [Ref. IIC-39] to evaluate the effectiveness of its Research Methodology classes in meeting student needs. Student participants in research workshops and special library events complete evaluation forms [Ref. IIC-15]. Faculty and students provide informal feedback concerning assignments [Ref. IIC-40]. And student focus groups provide input on projects such as the Library renovation currently being planned. Using analyses of these data, the library identifies areas needing improvement or modification and redesigns its services based on student needs.

Usage statistics that are generated online through library website and database use [Ref. IIC-3], as well as in-person statistics generated through circulation, class orientations, and reference queries [Ref. IIC-41], are used to track patterns that result in budget requests, equipment requests, collection development, material retirement, database purchase, design of the library website, and other resources that assist student learning.

An important method used by the college to evaluate library services and to assure that the library adequately meets students’ needs is the program review process [Ref. IIC-42, 43], which describes and evaluates the library’s role and how it contributes to the mission and priorities of the college. Modesto Junior College includes questions about library resources and computer access on its annual climate survey [Ref. IIC-8].
Self Evaluation

The college meets the Standard. While progress has been made with regard to this Standard, particularly at the micro-level, as exemplified by the identification and measurement of student learning outcomes for individual library courses, there is a need for broader based assessment of the overall impact of utilization of library and learning resource services on student success. For example, if a survey comparing the degree of service utilization of students on academic probation with service utilization by students on the dean’s list for academic achievement were to reveal higher rates of usage by the latter group, reasonable inferences might be drawn regarding the relationship between the use of library and other learning resource services and student success. Comparing the success of students enrolled in a learning community composed of English 101 and Library 100 (Research Methodology) with those enrolled only in English 101 could also be revealing. In the absence of assessment mechanisms of this nature, utilization data alone are insufficient to draw meaningful conclusions concerning the adequacy of these services to contribute to the achievement of student learning outcomes.

The diffusion of oversight responsibilities and the disparate locations of services such as library, writing and math labs, tutorial services and the like pose an administrative constraint to the systematic analysis of the quality and sufficiency of service delivery in relation to student learning outcomes achievement. Assigning a single administrative entity responsibility for all of these various functions would be more conducive to effective assessment of library and learning resources.

Planning Agenda

The college is moving forward with the realigning of library and other learning resources, including supplemental instruction and integrated learning labs under a single administrator and should conduct more rigorous assessment of the relationship between utilization of library and learning resources and achievement of student success. In this manner, the college can gain improved insight concerning the adequacy of services and will be in a better position to direct resources toward needed improvements.
References for Standard II.C

1. Current Periodicals by General Subjects 3-10-2010
2. Library Subscription Databases by Name
3. Library Subscription Usage Statistics
4. Currency of MJC Library Book Collections
5. MJC Library Website
6. MJC Library and ADA Compliance
7. IPVCR Information
8. Modesto Junior College, *Climate Survey Analysis, Spring 2010*
9. *Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009*
11. Statistics Fall 2009
12. Statistics Spring 2010
13. Instruction Program Data
14. Librarian-Developed Internet Tutorial: *How to Research*
15. Student Survey Results: Completing Research Workshops
16. Budget Reduction Memo from Gaither Loewenstein, February 28, 2011
17. Reference Desk Schedule, Fall 2010
18. Library Schedule, Fall 2011
19. SiteScripter Information
22. Computer Lab List
23. Library Remodel Project, Including Integrated Learning Resource Center
24. Library Custodial Services
25. Trend Micro
26. Deep Freeze
27. Cisco IronPort
28. Borrowing from Other Libraries
29. Inter-Library Loan Figures
30. Sirsi Itemized Invoice 2009-2010
31. CCLC Fall 2009 Invoice and CCLC Spring 2010 Invoice
32. Dates MJC eBooks Added to OPAC

*Standard II.C: Library and Learning Support Services/References* 307
References for Standard IIC

33. Purchase of Online Reference Books
34. Assessment Technologies Institute Testing
35. RN Comprehensive Predictor and RN Predictor Explanation and Interpretation
36. Library Trends
37. LR100 Student Learning Outcomes
38. Course Evaluation
39. Thank You
40. 2010-11 Reference Statistics
41. Library Program Review
42. Administrative Program Review