**Standard III: Resources**

**Standard III.C Technology Resources**

**Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard:

As the technology needs of the Colleges and District continuously evolve and emerge, a centralized approach has been established to meet the needs of the Yosemite Community College District. In 2014, the Information Technology Services department was restructured to include both media services and technology services that had previously been College departments. (BOT minutes approval of reorg May 2014?) The shift to centralized information technology services facilitated cross training, vertical and horizontal communication regarding technology services, and more efficient management of technology resources.

The Information Technology Services Department (ITS), part of Central Services, strives to keep pace with technology changes and shifting priorities in support of students, faculty, and staff by working collaboratively with the Colleges. The four primary objectives of the ITS department are:

· Assessing the technological needs of the District annually

· Evaluating the results of the annual assessment to identify and prioritize the technological needs for continuous improvement

· Facilitate implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs

· Develop and formalize systematic communication channels for technological needs. [(ITS website)](https://www.yosemite.edu/it/)

The stated objectives guide the ITS Department in prioritizing the technology needs of users across the Colleges and functional areas of the District. The ITS Department is organized into six units under the direction of an assigned manager who reports to the Vice Chancellor of Information Technology. [ITS organization](https://www.yosemite.edu/it/files/IT%20Areas%20of%20Responsibility%20v1.2.pdf)

· Media Services at MJC

· Technology Services at MJC

· Technology Services at Columbia College

· Enterprise Applications and Support Services

· Technology Regulations, Procedures, and Guidelines Development

· Enterprise Operations

The ITS Department serves the District and College needs for communications and operational systems through the incorporation of industry standards and emerging technologies. ITS supports instructional computers in labs and classrooms and supports computers assigned to faculty, staff, and administrators in support of instruction and student services functions. ITS provides support for devices on the MJC network including printers, servers, wireless access points, multi-media equipment, and other devices in addition to computers. MJC has 185 classrooms equipped with instructional technology to support instruction and enhance student learning. Additionally, the ITS team supports student huddle spaces, conference rooms, libraries, and non-instructional computer labs across the College.

The District Technology Advisory Committee (DTAC) is a district-wide committee that is tasked with technology planning and implementation at the district level. (<https://www.yosemite.edu/it/dtac>

DTAC membership, charge: <https://www.yosemite.edu/it/files/District%20Technology%20Advisory%20Committee%20v1.2.pdf> ) DTAC makes recommendations for District-wide communications and operational systems relying on industry trends and standards. The College benefits from cost efficiencies and economies of scale through DTAC centralized approaches to learning management systems, databases, support systems, student information systems, redundancy, and software licensing. (DTAC charge, sample minutes) The District Technology Advisory Committee is the governance group with primary responsibility for district technology planning including the Information Technology Strategic Plan. (IT Strategic Plan, under review available soon)

The District Technology Advisory Committee intersects with the MJC Technology Committee. The Technology Committee is comprised of a diverse group of faculty, classified employees, and managers tasked with serving as a resource and making recommendations to the college governance councils regarding the direction and evaluation of technology related decision campuswide.(EAV p. 43) College technology needs are brought to the Technology Committee and upon review they may be forwarded to DTAC for consideration as a District project. MJC established and maintains an equipment standards list which identifies the current specifications for smart classroom technology, staff workstations, and labs. (EAV, tech committee charge) The Technology Committee reviews and updates the list to ensure consistency and compatibility of technology purchases and for ease of faculty use across classrooms. (Tech Committee agendas/minutes, classroom standards list) The Technology Committee works collaboratively with the Resource Allocation Council to review technology requests in program review that are allocated funding for purchase. (RAC Nov 16 minutes)The review by the Technology Committee ensures compatibility with existing hardware and software, minimizes potential for duplication, provides feedback on potential for increased cost of ownership, and additional purchase that might be required to implement the requested technology equipment. (TC Agenda January 10, 2017)

The ITS Department works closely with a variety of departments and programs at Modesto Junior College to ensure that data is captured, reviewed, and reported accurately. ITS collaborates with departments in developing and adopting data tracking systems that align with the ever-changing reporting requirements for grants, attendance accounting, and support services. Recently, MJC student services leaders and ITS worked together to implement Hobson’s Starfish as a student planning tool and a major prior project was the customized programming required to accurately capture the data elements established in the Student Success and Support Program. (Hobson’s decision evidence, SSSP plan metrics) The adoption and deployment went very smoothly because of the collaboration and planning that provided a clear framework and shared expectations of the project.

ITS and the Director of District Research and Planning, ensure that all MIS data elements pass syntactical and referential edit checks for all state and federally mandated data reporting. (Director District Research job description) They verify the integrity and accuracy of the data through a thorough review process that includes the managers of special programs and departments engaged in the process. As necessary, additional review and resubmission occurs until the validity and integrity of all submitted data is confirmed.

Following the economic downturn, the College has prioritized technology replacement in the resource allocation process. Specifically the Resource Allocation Council has identified instructional computer lab upgrades and installation as a preferred allocation of Instructional Equipment and Library Materials funds. (IELM funded project lists) Additionally, divisions use Lottery resources to replace computers and other instructional technology tools. (Lottery purchase evidence - as Al) The College has been proactive in identifying resources to mitigate the impact of the lack of a technology replacement budget. Federal grants, the Measure E general obligation bond, and MJC Foundation mini-grants have enabled the College to replace aging equipment and make new equipment purchases during the economic recession and slow process of budget restoration.(Samples of funded technology purchases from these resources including CAT Building)

ITS holds responsibility for reliability, disaster recovery, privacy, and security of all data and technology systems, including those used in the delivery of distance education courses, for the Yosemite Community College District. (ITS website responsibilities) To increase the effectiveness of data security and recovery, two new data centers were established through the general obligation bond, Measure E. (Measure E project completion/budget list) A new primary data center was constructed on MJC’s west campus and a secondary data center was established at Columbia College. During 2015, a second fully redundant differentiated path to each college location was implemented. The second path provides redundancy from east campus to west campus, and from west campus to the world. The different paths use different internet providers which further strengthens the redundancy of the system. ITS maintains the security of the information systems according to current industry practices and applicable regulation, including authentication of students. (DE requirements) ITS ensures integration within and across all systems using a mix of hard data export, auto data transport, and two-way and one-way processes that support the needs of the end user and maintain integrity of the data.

ITS engages in functional evaluation of hardware systems and software. Functional evaluation informs the decision to remain on the current version, move to new version of the existing product, or recommend the move to a new product. Over the past eighteen months, student and employee email accounts were moved from locally-hosted Microsoft Exchange to Office 365 hosted by Microsoft. (Document evidence of decision-making to move to Office 365) This move to a cloud solution provides a more robust, stable, and secure environment for email communication.

In the planning, development, and launch of the bachelor’s degree in Respiratory Care at Modesto Junior College technology has been a core consideration. ITS has been involved in the planning and design of several specialized processes to support the program including an online application, student record retention, transcript, and financial aid processes specific to the baccalaureate degree. In addition to the support provided by ITS, additional planning for and implementation of technology resources has transpired. The Allied Health and Family Consumer Sciences division instructional support specialist and instructional support technician have provided an itemized list of instructional technology including specialized equipment, software, and high fidelity respiratory patient simulators which are being purchased for the program from designated baccalaureate funds in combination with Career Technical Education funds. (List of tech needs) The MJC front end web developer and marketing department have worked to develop a comprehensive website and web services in support of the baccalaureate degree program. (link to site) Interested parties can add themselves to a listserve and receive regular communication from the Respiratory Care program including open house dates, application periods, financial aid workshops, and program specifics. Facebook ads were designed and deployed as an early marketing tool to generate interest in the four year program.

Respiratory Care faculty have completed the learning management system training available through the MJC distance education department. The course design coordinator conducts ongoing introductory and advanced level training for faculty in online and hybrid course design.(DE training link) The faculty will utilize hybrid instruction modalities in the delivery of the core respiratory care courses in baccalaureate degree program. (COR samples) Courses proposed to meet the bachelor of science upper division course requirements are designed to be delivered in mixed modalities of hybrid and online. (COR samples)

Analysis and Evaluation:

The organization and delivery of technology services are appropriate and adequate to support College needs. Since the last external evaluation team visit in 2011, the Yosemite Community College District has conducted two nationwide searches to fill the role of Chief Information Officer. The District successfully enacted a major database migration from Oracle to SQL during the tenure of an interim vice chancellor of information technology. This long anticipated project was carried out with absolute minimum disruption to District and College services because of the effective and meticulous planning and communication of the project specifications. The success of this major upgrade, under interim leadership, stands as evidence that the organization of information technology services facilitates technology support of the College and District’s management and operational functions, academic programs, teaching and learning, and support services.

Students apply to the College, receive responses, schedule appointments, register for classes, and apply for financial aid and scholarships online. An online orientation is available for students as is TItle IX training. Implementation of a District-wide portal is in the early phases. The portal will provide an enhanced online experience for students and employees and increase ease of communication with students including defined groups.

Technology support meets the instructional, student services, and administrative needs of the College. Employees can easily report technology issues via the web, email, or phone. ITS places high priority on instructional technology and responds very quickly to resolve classroom technology requests.

**Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard:

**Please note- the following is based on information provided by ITS at the time of the writing and subject to change to align with the completed IT Strategic Plan**

District technology needs have been identified through an extended and intensive development of the YCCD Information Technology Strategic Plan. The review and update of the technology plan began in 2015 and was delayed due to the departure of the Associate Vice Chancellor of Information Technology. However, the change in leadership did not disrupt the quality of service or project completion at YCCD. The updated plan was framed on technology assessment survey results focused on technology performance, service, and needs on the campuses. The District Technology Advisory Committee uses the IT Strategic Plan as a framework for improving the results by prioritizing and implementing the planned actions, then measuring the results of the improvements according to the completion dates and metrics established in the plan. (Tech survey results) The first technology assessment survey of the new Information Technology Strategic Plan is scheduled for spring 2018.(IT Strategic Plan)

The Information Technology Strategic plan outlines the expected lifespan for technology equipment purchased to facilitate planning for replacement. While ITS is centralized, the funding of College equipment and program specific software is the responsibility of the College. (ask Al for evidence) To this end, departments fund their own new and replacement equipment relying primarily on the Program Review and Resource Allocation Council process as College technology budgets have not been restored following the economic recession.[(L & LC orders is one example, library software contract,](http://mjc.edu/general/accreditation/documents/2016/standard3/c/0551_001.pdf)[fully executed contract](http://mjc.edu/general/accreditation/documents/2016/standard3/c/wms_proposal_yosemite_community_college_district_20130819_fully_executed.pdf) [)](http://mjc.edu/general/accreditation/documents/2016/standard3/c/0551_001.pdf) Additionally, new campus construction and renovation projects funded by Measure E, included new and replacement equipment made possible through the general obligation bond. Examples include the renovated Center for Advanced Technologies building opened fall 2015, the Library & Learning Center, Glacier Hall including the human patient simulation lab, and the Science Community Center. All these buildings are outfitted with current instructional technology and student computer labs to support teaching and learning. (Measure E bond list from BOT agenda December 2016) The lifecycle and replacement planning for the equipment are integrated into the College Budget Development and Resource Allocation model. ($ graphic) Student lab computers are equipped with software that returns them to the lab standard when they are shut down, minimizing the need for service. (DeepFreeze, computer lab specs - ask JA)

The security of the District network and data was improved significantly with the construction of new facilities. A new primary data center on MJC west campus and a secondary data center at Columbia College provide a second fully redundant differentiated path to each college location. (More detail in III.C.1) ITS uses monitoring and tools to maintain a secure data environment and has established protocols for addressing any security breach in accordance with industry standards and regulation. Recent changes to enhance security and reliability of District technology services includes the move from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment which is more robust, stable, secure, and reduces the local staffing need. Additionally, EZproxy was implemented for remote authentication by students and staff so they can access college Library & Learning Centers’ subscription databases off campus. The District is engaged in the launch of a portal that allows single sign-on to MJC and District technology resources. The portal is expected to go live summer 2017.

The programs, divisions, and departments at Modesto Junior College identify their technology needs through Program Review. (Additional detail available in Standard I.B.5) Amanda create link The technology resource requests from Program Review are forwarded to the Resource Allocation Council (RAC) the participatory governance council responsible for budget development and resource allocation recommendations for the College. RAC reviews the requests to ensure alignment with College Strategic Directions, support of student learning, and any restrictions associated with the funding source. (RAC website, Budget Dev and RAC process diagram, sample allocation announcements, RAC guiding principles)

The effectiveness of the technology resource allocation process is assessed regularly as part of the cycle of evaluation for district technology planning. (Results of the 2015 survey - [email to JA on 12.21.16]) In fall 2106, MJC also launched an evaluation tool from Achieving the Dream to gather feedback in a format that connects seamlessly with the institutional integrated ATD plan. (ICAT Tech committee results) The results of these surveys serve to inform dialogue on ways to improve the College Technology Committee. Intersection between the College Technology Committee and the District Technology Advisory Committee has not been enacted since the reorganization of Information Technology Services that resulted in a fully centralized technology approach in the Yosemite Community College District. (BOT agenda reorg of ITS, Tech Committee minutes?)

The results of the fall 2016 deployment of the Institutional Capacity Assessment Tool from Achieving the Dream indicate that the area of Data and Technology as the lowest for Modesto Junior College. With an area collective score of 2.1, the participants determined MJC to have a moderate level of capacity established. (ICAT results pages 1&3) In 2015, the College braided resources including a Title V grant, Student Success and Support Program funds, and Student Equity funds to establish a college office of institutional research. (job descriptions, research website) The newly formed department worked very quickly to make data available broadly to support department, program, division, and institutional planning and decision-making. (report list screenshot) There are ongoing training opportunities for faculty and administrators to increase their understanding and use of data. (CUE event announcements, DREAM travel team to Atlanta & SF, College Council agendas with data presentations, Scorecard Data presentations, division meetings on data)

The Yosemite Community College District has taken a strategic approach to the purchase of software licenses. ITS provides District-wide licenses for the administrative tools that are foundational for sound electronic communication, student data, reporting, and document, spreadsheet, and presentation preparation. Software in support of instructional and student support programs is purchased at the department and division levels. Modesto Junior College and Columbia College collaborate when selecting software to serve both colleges. This helps to ensure ease of use for students across the District and provides cost savings. The library automation system, learning outcomes and program review system, student planning tool, and distance education learning management system are examples of software selected and deployed to serve both Colleges.

In alignment with the Online Education Initiative in California community colleges, the Distance Education Committee at Modesto Junior College led the District effort to explore Canvas as a proposed alternative to Blackboard, the prior learning management system. Significant investment in course development and extensive faculty training in the existing learning management system made the consideration of a new learning management system one of critical importance to faculty and administration. There was shared interest in reaching a decision that would best serve students and the College in the long run. Faculty piloted courses in Canvas and shared their experience with the DE Committee and Academic Senate. The DE Committees of MJC and Columbia College held a joint meeting in which the recommendation to move to Canvas was approved. (<http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf> ) The Academic Senates of MJC and Columbia College also provided a joint resolution supporting Canvas. (J[oint resolution of MJC and Columbia senates supporting Canvas](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf). Passed MJC senate Oct. 15, 2015. See [minutes](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf), item V.A.4)

Analysis and Evaluation:

ITS provides information technology services as a centralized function of the District. This organizational structure meets the needs of the District and Colleges and includes a district level governance council responsible for technology planning for the District although it was not active spring 2017. Assessment of satisfaction with ITS services and technology is integrated into the District planning cycle and serves as a basis for improvement in effectiveness.The Information Technology Strategic Plan provides the framework for technology purchases, projects, and implementation over the next five years. (Tech strategic plan) The IT Strategic Plan is integrated with the YCCD Strategic Plan and informs the MJC technology planning which is focused on instructional technology. (MJC classroom standards)

Technology planning has been increasingly integrated into the District and College planning processes. The Program Review and resource allocation request processes used to prioritize technology purchases have strengthened the connection among campus technology and the Educational Master Plan and institutional strategic directions.

Within the constraints of the general fund budget, the College strives to ensure that technology meets campus teaching and learning needs. Prioritization of requests in Program Review are considered at the division level before being routed to the Resource Allocation Council. This provides the opportunity for the division to quickly allocate funds within the division budget to meet program needs when there is a strong fit between the request and available resources. The College has made significant upgrades and purchases of new technology through grant funds and bond resources. These investments have reached further across the college campuses through cascading of computers from one use to another extending their usable life.

While the District has not had sufficient general fund budget in recent years to ensure maintenance of the technology infrastructure, the Measure E projects have provided upgrades of infrastructure to support information technology across the District. New fiber and expanded wireless service contribute to the quality and capacity of the network to support the College mission, operations, programs, and services.

**Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard:

Among the unique characteristics of Modesto Junior College are the two campuses located just two miles apart. (Google Map showing East and West with directional routes between) In a manner similar to other College services, ITS views the College as a whole and provides the same technology, systems, and services at each location. To ensure reliable access, the YCCD network is designed with a redundant infrastructure. Two data centers, XX miles apart, supported by separate carriers provide a highly sophisticated, secure, and redundant network infrastructure supporting system reliability, security, and disaster recovery. All network communication is encrypted in transit or has private channels. Once data is within the district network, traffic is secured. All PCI traffic is routed on YCCD’s private virtual network VLAN.

All campus locations share a XX connection to the internet. District sites are connected using XXXX services. The College has XXX connection between all buildings. Campus classrooms are equipped with a suite of instructional technology tools including a computer, projector and screen or large monitors, document camera, and sound projection. (Classroom specs) Wireless internet access is available across the campuses including classrooms. (evidence? # of access points?)

Employees and students are separated in wireless and wired network environments. All remote District sites have encrypted or dedicated circuits. The switches, routers, and networking devices core to reliable and secure delivery of service are maintained up to date for optimal performance.(Replacement plan or maintenance plan) All systems require that passwords be changed regularly.(policy or procedure) YCCD has implemented a full set of administrative regulations that govern IT activities and administrative protocols to implement the regulations.([LINK!](https://www.yosemite.edu/it/administrativeregulations))

ITS utilizes a network management software program, name of program, which assists in effectively securing and maintaining the District’s infrastructure integrity. The District has a practice of purchasing network equipment with exceptional warranties and extended lifecycles to maximize network resource availability by reducing downtime; this practice has the potential for reducing costs. Network monitoring and usage logs assist managers in determining network upgrade needs. System maintenance outages are scheduled to reduce disruption of service to employees and students. District information technology procedures are regularly reviewed and updated to ensure that practice conforms to regulation and meets the needs of the institution. In fall 2016, the timeout period for non-activity in the student information system, Datatel Colleague, was reduced to one hour. This change increased both security and the number of user licenses available at any point in time. (Email from Dan, Oct. 2016?)

Technology equipment and infrastructure replacement is guided by the IT Strategic Plan and MJC Technology Plan. There are three technology levels identified: enterprise, operational, and instructional. Enterprise technology is replaced when systems are so slow that they no longer function as designed. These major purchases are funded through end-of-year savings and other one-time funding allocated by the District. Operational technology is managed at the department level and purchased through departmental and grant funds. Salary savings from unfilled positions are sometimes used for technology purchases and replacements. Instructional technology is funded at the department level with division resources, grants, and specialized instructional resources. The IT Strategic Plan includes a full cost model for ongoing cost of replacement and cycling of equipment to assist departments and managers in technology purchase decision-making. (IT Strategic Plan)

Analysis and Evaluation:

The Yosemite Community College District made substantial upgrades to technology resources to ensure reliable access, safety, and security over the last six years. The data centers made possible through Measure E provide full secondary redundancy of all systems and data for the District. Through the integrated strategic planning processes, the District evaluates how well the existing technology meets the needs of programs and services and makes plans for improvement. Technology equipment purchases and replacements are funded through processes to support the enterprise, operational, and instructional levels. These processes are serving to meet the needs of the District and College following the economic downturn and resulting challenge of a lack of general budget resources to fund a comprehensive ongoing technology replacement cycle. The District and College have prioritized technology replacement in the allocation of one-time monies, restricted resources, and end of year savings to maintain currency of information technology.

The IT Strategic Plan provides the visionary, strategic, and operational map to address existing technology needs and provide a roadmap for future information technology projects to assure ongoing reliable access, safety, and security.

**Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard:

Employees and students join the Yosemite Community College District with a broad spectrum of technology skills. ITS and MJC provide instruction and support in the effective use of technology and technology systems related to the programs, services, and operations of the institution.

New and applying students have access to the Pathway Centers located on East and West Campus. Staff are available to assist with completion of the application, registration, and basic navigation of online college services and tools. (Pathway center website and/or flyer) Students receive additional technology basics instruction in orientation and several guidance studies courses designed to support student success. (Orientation link, GUIDE 110, 111, 100 CORS)

The Library & Learning Center on West Campus has open computer labs with 50 desktops and 43 mobile devices including laptops, tablets, and Chromebooks for student checkout. The East Campus Library & Learning Center has 170 desktops and 22 laptops available for student use. Instructional aids and library technical staff assist students with the use of hardware and software. (L&LC flyer and website, job descriptions) Data collected on student use of library computers was used to develop an FAQ document. This document serves as the foundation for training student computer lab workers. This innovation by a lab aide has transformed student worker training by aligning it directly with documented student computer use. ([Lab Aide Student Training Document](http://www.mjc.edu/general/accreditation/lab_aide_student_training_standard_3_c_evidence.pdf)) To test whether students understand what lab workers have shown them, workers ask students to demonstrate what they just learned, time permitting.Tutors familiarize students with new technologies supporting academic programs. (tutor job description, tutor website) Librarians provide workshops and courses on information literacy, internet research, research databases, NoodleTools, and Google. (Library website, email announcements) (Ellen has copy of sample promotional flyer. Will get past sign-in sheets. April 2016 workshops will be evaluated by participants.)

Students are encouraged to take the online assessment to determine their preparedness for successful completion of an online course. (Online readiness diagnostic - <http://mjc.edu/instruction/online/readinessquiz.php> ) Students taking online courses can access help 24/7. The office of instruction online learning department provides assistance for students via phone, email, and a dedicated website. (<http://www.mjc.edu/instruction/online/> , <http://www.mjc.edu/instruction/online/studentresources.php>) From the Canvas learning management system login page, students can click the help button to access the phone number for technical assistance provided by Instructure. (screenshot of <https://modesto.instructure.com/login/canvas>) Students can also find assistance in the Canvas Guides for their online and hybrid courses. (link to guides <https://community.canvaslms.com/community/answers/guides/>)

Employees are provided technology training through an extensive array of workshops and online training modules. Online training developed for the financial module of the enterprise system to meet the needs of new employees and those seeking to upgrade their skills is presented in the Fiscal Classroom. (Fiscal Classroom new employee <https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_newemployee>, existing employee <https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_employeereview> ) Employees can access the full slate of technology training available online through Lynda.com and there are many workshops presented on campus by ITS staff to assist staff in transitioning to software updates. (sample announcements). Staff are encouraged to take courses at MJC that align with their educational and professional goals. Employees are eligible for registration fee reimbursement upon successful completion of their course. (evidence? form?)

College departments and service areas receive specialized technology training specific to their responsibilities and tools. Student Financial Services staff have annual training to facilitate accurate processing of financial aid in alignment with the current regulations. (Evidence from Peggy) Library staff who use WorldSHare Management System software can hone existing skills or learn new ones by viewing online training videos and participating in webinars at any time. (http://www.oclc.org/support/home.en.html ) Faculty and administrators received training on eLumen in 2016 when the College implemented the software platform for learning outcomes management. (Training announcements from Nita Gopal)

Faculty engage in technology training as FLEX opportunities, through Lynda.com, and through our online faculty training program. FLEX opportunities allow faculty to choose the technology training that best meets their professional development goals and support effective instruction using the latest technology tools. (FLEX schedule of training) The recent addition of Lynda.com to the available training opportunities greatly expands free access to quick training modules allowing faculty to get just in time training for a variety of software packages. (link to Lynda.com, screenshot of access from YCCD)

The online learning department provides comprehensive faculty training in pedagogy and technology of distance education. (<http://www.mjc.edu/instruction/online/> , <http://www.mjc.edu/instruction/online/facultyresources.php> ) The course design coordinator provides two tiers of online faculty training. The first level certifies faculty as prepared to teach online for Modesto Junior College. The second level certifies faculty as master level online instructors. (email from Mike announcing courses ) A large and growing menu of locally developed tutorial videos are available online to assist faculty in resolving frequently encountered challenges in the online classroom. ( <http://www.mjc.edu/instruction/online/facultyresources.php> ) Assistance is provided 24/7 via phone and email to immediately assist with technology issues in support of student learning. ( <http://www.mjc.edu/instruction/online/index.php> )

Analysis and Evaluation:

The online instruction department has a well deserved reputation on campus for providing excellent, timely, and targeted faculty technology training. (evaluation evidence) Faculty completing the online instructor training are prepared to offer web-enhanced, hybrid, and online courses that meet both the requirements for distance education courses and expectations of students (training content, course rubric). The online instruction department regularly evaluates and updates available training and videos based on participant feedback. (evaluation results)

The array of technology training and delivery options meets the needs of the College and District. As presented in the Quality Focus Essay, a regular cycle of evaluation would enhance the institution’s effectiveness in design and delivery of appropriate instruction and support in the effective use of technology and technology systems related to programs, services, and operations.

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution assess the need for information technology training for students and personnel? | See 4c for Distance Ed info  General Technology   1. Administered tech survey; see [2010 tech survey executive summary](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2010techsurveyexecsummary.pdf); 2. See [2010 tech survey results](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2010techsurveyresults.pdf) 3. Prof. Dev. Comm. survey re: Institute Day workshops desired (Bill Anelli couldn’t get results and when survey was done by end of March; hoping for April) 4. Recognizing that programs are not considered the best evidence. . . [2014 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2014_summer_online_instruction_academy_program.docx); [2015 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2015_summer_online_instruction_academy_program.docx); [2014 evaluation](https://docs.google.com/spreadsheets/d/1fEp56bIonpAQ_OurnT1a-ouuhob-AxPz1owvGjm39dQ/edit?usp=sharing) (needs formatting); [2015 evaluation](https://docs.google.com/spreadsheets/d/1mQqq7mb_o_4yeWp7ffcNqcVfEmixEhuXq0_WqQf9fsI/edit?usp=sharing) (need formatting). 5. Data on help desk calls, requests for training 6. Marty Gang (former AVC IT) says that in the upcoming new technology plan, we describe how we assess need for training for new systems. 7. L & LC lab aide Roland collected data on FAQs of students using our computers. He then wrote answers to these questions and uses the resulting document to train student lab workers. (Ellen has documents) 8. To test whether students understand what lab workers have shown them, workers ask students to demonstrate what they just learned, time permitting.   Evaluation:  College needs more current and regular survey of both student and personnel technology training needs. |  |
| b. What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated? | District perspective: Almost all training is via online or electronic means or via written communication. Could be recording of a training class, vendor-provided videos, training from another college or user, conferences/training events. Writing means email put out with instructions. Very few classes held. At each college's I-Day, IT will provide courses/training on specific tech needs. District ITS Helpdesk staff get requests for specific training needed.  FACULTY  List Institute Day Offerings (B. Anelli might be able to provide evaluations if we need them)  Summer Online Instruction Academy  [2014 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2014_summer_online_instruction_academy_program.docx);  [2015 Summer Online Instruction Academy program](http://mjc.edu/general/accreditation/documents/2016/standard3/c/2015_summer_online_instruction_academy_program.docx);  [2014 evaluation](https://docs.google.com/spreadsheets/d/1fEp56bIonpAQ_OurnT1a-ouuhob-AxPz1owvGjm39dQ/edit?usp=sharing) (needs formatting) [2015 evaluation](https://docs.google.com/spreadsheets/d/1mQqq7mb_o_4yeWp7ffcNqcVfEmixEhuXq0_WqQf9fsI/edit?usp=sharing) (need formatting)  District ITS Help desk staff will accept drop-ins from students and personnel. Unsure, but maybe help desk logs will describe outcome of such interactions.  STUDENT  Online readiness diagnostic - <http://mjc.edu/instruction/online/readinessquiz.php>  Student training in research databases, NoodleTools, Google, etc. - provided by librarians; evaluations available but they do not specifically address the technology component of the workshops. No summary of evaluations currently exists; we can create one but a rather small group of students attend, so not sure if we need it. See Ellen if document is desired.  L&LC workshops on configuring student email for ESL students from 2014 to present. Ellen has copy of sample promotional flyer. Will get past sign-in sheets. April 2016 workshops will be evaluated by participants.  Student and staff lab workers across campus answer questions as students work on lab computers.  Student Orientation on New Student Days - email training (get evidence from student orientation) (Michelle Verdaurri will debrief on 4/13 and get info into meeting minutes shortly thereafter. No data regarding need for training, but experience shows first activation can be tricky for new students; also, staff know importance of getting student connected right away.)  Do we count for-credit courses? If so,   * [Guidance 110](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/GUIDE-110_SP16.pdf?pdf_filename=GUIDE-110_SP16&courses_id=7335) (COR includes library & research skills; using online resources) * [Guidance 111](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/GUIDE-111_SU15.pdf?pdf_filename=GUIDE-111_SU15&courses_id=6749) (COR includes researching a career; exploring career websites; * [CSCI 201](http://www.curricunet.com/mjc/reports/course_outline_pdf.cfm/CSCI-201_SU14.pdf?pdf_filename=CSCI-201_SU14&courses_id=6789) (COR includes “application packages” e.g., Office; programming; file management; website development) * Numerous self-paced [Office Administration Courses](http://www.curricunet.com/mjc/search/course/course_search_result.cfm) covering keyboarding and Office apps - Exit surveys, according to K. Alavezos; I can ask for them if we need them |  |
| c. How does the institution assess the need for information technology training related to DE/CE? | [Distance Ed Plan Page 8](http://mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)  The top three areas rated as very important in the Chancellor’s Office 2011 DE Program Survey were (p. 19):  Faculty training (80%) Curriculum development/approval (78.5%)  Regular personal contact between student and faculty (77.5%)  Evaluation of online faculty is done by deans, who can recommend training in online instruction if they see the need for improvement. Probably no evidence due to privacy issues with personnel evaluation. Standard evaluation forms can be found in the appendix of the current [YFA contract.](http://yfa.sites.yosemite.edu/contract_2015/FinalContract_2015.pdf)  Appendix C-5e on pg. 132: Peer Observation Form for Faculty Teaching Online  Appendix C-5k on pg. 144: Student Evaluation Form for Faculty Teaching Online  All faculty teaching online must complete DE Course. See p. 15 of [DE plan,](http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf) AREA II: FACULTY SUPPORT. Goal #2 says, “Establish minimum standards and provide initial and ongoing faculty training and support to effectively teach online and hybrid courses.”  At end of DE Course, satisfaction survey helps us determine effectiveness. These are from our Fall 2015 course:   * [Faculty Survey, Fall 2015](http://mjc.edu/general/accreditation/documents/2016_evidence/standard3/faculty_online_training_course_satisfaction_survey_fall_2015.pdf)   Online readiness course, student satisfaction survey indicating need to continue offering the course. Students find the course helpful.   * [Student Survey, Spring 2015](http://mjc.edu/general/accreditation/documents/2016_evidence/standard3/spring_2016_student_online_readiness_survey_results.pdf)   [Canvas Training Applications as of 2/23/2016](https://drive.google.com/file/d/0B74O-F2hVSP2S1QteTlBN05aTXc/view?usp=sharing)  Faculty are encouraged to require that students take online readiness course. |  |
| d. What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale? | See evidence in 4c.  Additionally,  Interested faculty began participating in Canvas training in 2015 in preparation for migration to be completed by end of spring 2017.  Traditional teachers will get Canvas training after online instructors. Rationale for training online faculty first is that they will need more training and more time to prepare.  All instructors will have a Canvas shell, regardless of teaching modality. They should also have training. Rationale is that most instructors have not had online experience as students or faculty so they will need training to maximize the likelihood of both them and their students being successful. |  |

**Standard III.C.5**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard:

The Yosemite Community College District has delineated in policy and procedure the appropriate use of technology in the teaching and learning process. ( BP 3720 <https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf> ) The administrative procedure outlines the ownership of the technology resources, the acceptable use, and privacy associated with the District resources. The policy and procedure inform College operations and practice are reviewed regularly. ( BP 3720 <https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf> ) New employees, and those transitioning to new positions, are granted access only to the systems and tools required to fulfill the responsibilities of their role. Managers complete and execute a form requesting access for employees, then submit to ITS for account management. (forms)

The classroom technology concerns including copyright infringement, copying, integrity of sources, allowable use of programs, unauthorized software access, and password protection are addressed in the administrative procedure. The procedure outlines the non-expectation of privacy and states that the District reserves the right to monitor use of technology resources. Employees and students are required to acknowledge the requirements in BP 3720 before initial login to their email account. (evidence?) Student authentication is required to access the learning management system in accordance with regulation and to maintain integrity of the learning environment. (canvas login page)

Analysis and Evaluation:

YCCD has policies and procedures in place to guide the use and access to technology in the learning process. Board Policy 3720 provides protections against abuse of the District technology resources and is reviewed regularly to ensure it meets the needs of the institution in light of ever evolving new technologies and regulations. (BP 3720) Adequate protections have been implemented to minimized violation of policies and procedures.

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| **How does MJC meet the Standard?** | **Evidence** | **Notes** |
| a. How does the institution make decisions about use and distribution of its technology resources? | **Use** of technology guided by [Board Policy 3720](https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20Use.pdf)  **Distribution** of hardware and software: Measure E for new buildings; insufficient funding now to maintain a computer replacement cycle.  Distribution of fiscal resources: RAC policies and procedures are outdated but should include docs re: distribution of IELM funds. (Check back with Al Alt for this info)  Program Review and resource allocation requests. Used to include CTC input; perhaps will again. |  |
| b. What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? | Same question as #2a, though section 2 is about updating and replacing technology and section 5 is about guiding appropriate use of technology in the teaching and learning processes. This question also calls out DE. |  |