

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A Instructional Programs

Standard II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard:

Modesto Junior College Mission:

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

All instructional programs offered at MJC support the college mission of providing "a dynamic, innovative undergraduate educational environment". This mission is the foundation for all college offerings, including associate and transfer degrees, certificates, economic and workforce training, basic skills instruction, and the bachelor of science degree program. The mission of the College aligns with the California Education Code on California Community College Mission ([Education Code 66010.4 - Comprehensive Mission Statement](#)) Furthermore, in accordance with the guidelines outlined in Title V of the California Code of Regulations and the California Community College Chancellor's Office Program and Course Approval Handbook (PCAH), all instructional programs at the College are defined by the goals of higher education and culminate in student attainment of identified student learning outcomes and the achievement of degrees, certificates, employment or transfer to other higher education programs. ([Title 5 §55002 - Standards and Criteria for Courses, Program and Course Approval Handbook \(PCAH\)](#))

The College maintains comprehensive course and program development, review, and approval processes to ensure alignment with these practices and the appropriateness of content. Discipline faculty define and develop the curriculum for courses, degrees and certificates in accordance with the

standards outlined in the Curriculum Manual. The College has established processes for the review and approval of proposed courses, degrees and certificates, which include the participation of discipline faculty, academic deans, administrators and the Curriculum Committee. ([BP 4020 - Program and Curriculum Development](#), [Curriculum Review Process](#), [Curriculum Committee Representatives](#), [Curriculum Committee Bylaws](#)) All programs are reviewed and evaluated for mission alignment, student need and demand, transferability and articulation, needs of business and industry, and collegiate level academic rigor. Furthermore, in accordance with the mission of the College, offerings include non credit, contract education, and community education courses that meet the "workforce needs of our regional community" and "facilitate lifelong learning". ([Minutes - BOT 5/11/16](#), [PCAH](#), [MJC Catalog](#), [Curriculum Review Process](#))

The College has developed clear educational pathways for students, including 24 AA-T and AS-T degree patterns, 15 Associate of Arts degrees, 46 Associate of Science degrees, and 58 Certificates of Achievement; additionally, the College offers courses that meet California State University General Education requirements and fulfill the Intersegmental General Education Transfer Curriculum. ([Catalog - Degrees and Certificates](#), [BP 4050 \(Articulation Agreements\)](#)) All degree programs are regularly reviewed for quality and currency, ensuring appropriate program content, length, and level of rigor for higher education. ([BP 4020 \(Program and Curriculum Development\)](#), [BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#)).

In order to help students clearly develop and achieve their goals, the College implemented a comprehensive Student Success and Support Program (SSSP) plan in accordance with guidelines from the California Community Colleges Chancellor's Office. The plan and its associated financial support has enabled the college to offer more focused support for onboarding and providing successful roadmaps for student completion. The College provides comprehensive services, especially for new and incoming students, including orientation, assessment, educational planning and follow-up counseling and support. The College SSSP efforts are deliberately designed to enable students to declare their educational goals early and follow clear paths leading to successful completion.

In pursuing a student-centered focus, the College has established processes for defining standards for student achievement and assessing their performance. ([IC and CC minutes of Institution Set Standards and IEPI presentations](#)) The College has established Institution Set Standards for student achievement and goals that benchmark institutional effectiveness. On an annual basis, the College regularly reviews Institution Set Standards and evaluates institutional progress on college-wide goals regarding course completion, remedial rates, career and technical education rates, degree and certificate completion, and transfer velocity. ([Research and Planning Data Dashboard Website](#), [ISS & IEPI goals, achievement data](#))

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Student learning is a key part of program and institutional evaluation at the College. All programs offered through the College have identified and measurable program learning outcomes, as well as applicable general education and institutional learning outcomes, that are published in the college catalog and the college website. ([Catalog - Program Learning Outcomes](#); [Program Review Assessment Cycle](#)). All courses undergo regular assessment to demonstrate that program, general education, and institutional learning outcomes are being achieved. ([Program Review Assessment Cycle](#)) All courses, regardless of delivery modality, have identified course student learning outcomes that are developed and regularly assessed by discipline faculty through a comprehensive outcomes assessment process coordinated by the Outcomes Assessment Workgroup (OAW), a workgroup of the College Academic Senate. ([Distance Education Plan](#), [Substantive Change - Distance Education](#))

Assessment results are documented and reported on the college website. ([Outcomes Assessment Website](#))

The development and assessment of outcomes is systematically completed in a cycle which integrates the analysis of institutional, general education, program and course student learning outcomes assessment with program review. ([updated OAW site featuring PR](#)) The college has made considerable improvement in assessment and program review through an evaluation of the process and the incorporation of disaggregated data. In the 2012-2013 academic year, the College established and implemented a comprehensive five-year Program Review cycle. However, during the 2016-2017 academic year, the College evaluated the five-year timing and adopted a more focused two-year cycle that made scheduling easier, increased the relevancy and currency of Program Review for institutional decision-making, and made better use of the disaggregated SLO data that had been produced by the college since 2015 ([BP 3225 \(Institutional Effectiveness\)](#), [Program Review reports](#); [OAW site featuring PR](#); [Program Review Workgroup reports in CC and Academic Senate minutes](#))

In addition to these comprehensive curriculum and outcomes assessment processes, the development and review of CTE programs also includes the examination of labor market data and advisory committee recommendations. ([CTE Curric review/approval and Program review docs](#)) The College also utilizes other benchmarks and measures of student achievement that are tracked through the Program Review process and by the Office of Institutional Research. ([Sample CTE PR with additional sections highlighted](#)) This data is evaluated at the discipline, program and institutional levels. ([Research website, program review party docs](#))

In Fall 2017, MJC will begin offering a baccalaureate program in respiratory care. ([RCBS website](#)) The Respiratory Care Baccalaureate Degree Program aligns with the mission of the College to provide “a dynamic, innovative undergraduate educational environment” and to meet the “workforce needs of our regional community” through a bachelor of science degree program. This program will prepare students to meet the respiratory health care needs of our regional community through the development of the intellect, creativity, character, and abilities of the students seeking the baccalaureate degree. The Respiratory Care Baccalaureate Degree Program will shape students into thoughtful, culturally aware, and engaged citizens and professionals in the field of respiratory care. ([Mission: RCBA sub change link 8 & 9](#))

The Respiratory Care Baccalaureate Degree Program at MJC is built upon a well-established and respected associate of science respiratory care program. ([letter of CoARC accreditation](#)) Students will complete Committee on Accreditation for Respiratory Care (CoARC) requirements for the associate degree as well as complete required lower division general education courses. ([CoARC requirements](#)) Following a 2+2 model, the CoARC accredited Respiratory Care Baccalaureate Degree Program will accept applications from licensed respiratory care practitioners who hold an associate’s degree in respiratory care. ([website, application link](#)) The major curriculum builds upon the associate level coursework at an advanced level. ([Sub change proposal](#)) In 2014, California employed 15,060 practitioners with the majority holding an associate degree. These practitioners will potentially seek a baccalaureate degree. The program courses will be offered within the classroom on the MJC campus and as online and hybrid modalities to allow greater access. ([RCBA Sub change link 10, LMI data](#))

The Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program was reviewed and approved by the Committee on Substantive Change of the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges. ([letter from](#))

ACCJC) A Follow-up Report was required and the Committee acted to require a visit to take place within six months of the start of upper division classes. The approval of the Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program confirms that the Respiratory Care Baccalaureate Degree Program meets all accreditation standards and policies of the Accrediting Commission for Community and Junior College (ACCJC). ([RCBA sub change, approval letter, follow up report](#))

Analysis and Evaluation:

As evidenced through the College's Strategic Plan and Educational Master Plan, all instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission. ([Strategic Plan 2016-2021](#), EMP) All instructional programs are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. As a comprehensive community college, and in alignment with the college mission, MJC also offers non-credit, contract education, and community education courses to meet the "workforce needs of our regional community" and "facilitate lifelong learning". ([Links to docs & webpage](#))

MJC has established processes for the development, review and assessment of the curriculum for courses and programs. ([evidence of established process, handbook, website, schedule](#)) The College defines standards for student achievement and assesses performance through the review and analysis of outcomes assessment, program review and student achievement data. ([Institution set standards, IEPI goals, College Council minutes/agendas where set, link to research website](#)) Student outcomes are published and assessment results are integrated into program review and planning processes. These linked processes ensure that there is continuous evaluation and improvement of courses and programs.

The college is also engaged in a process of continuous quality improvement and continues to refine its work regarding student learning outcomes assessment, data management and disaggregation, and integration with program review. As the result of institutional evaluation of the college's assessment and program review processes, as well as a commitment to closing achievement gaps in student learning and achievement, the College has recently transitioned to a new system (eLumen) for outcomes assessment and program review that helps to structure data disaggregation across course, program and institutional levels. The new eLumen system streamlines submission, review and tracking processes, and it facilitates improved access to assessment results for planning and decision-making at all levels of the institution. ([eLumen implementation plan/docs; Program Review Workgroup minutes](#)) When the College established and implemented a five-year program review process during the 2012-2013 academic year, nearly all student learning outcomes assessment data was aggregated, and the system did not enable the tracking of learning achievement across student subpopulations. ([examples of CurricuNet CLO analysis, PLO/GELO/ILO maps and data](#)) In 2015, the College responded to meeting new accreditation guidelines and student equity goals by pursuing and implementing a new system that would track individual student learning assessment data, allowing for programs to engage student learning and achievement across student subpopulations. ([minutes discussing eLumen presentation, Student Equity plan and budget with eLumen](#)) During the 2016-2017 academic year, the College evaluated the program review process and recommended a new, comprehensive two-year cycle of assessment and program review that requires the assessment of all courses once during the period, culminating in a comprehensive program review that incorporates disaggregated data and analysis of program, general education, and institutional learning outcomes.

The process is now aligned with calendar of a two-year degree, is more congruent with CTE mandated reporting, and provides departments with two full program review cycles before they are required to update their curriculum every five years. (Program Review Workgroup notes, Academic Senate/IC/CC, OAW Website; post 2017 PR pilots)

The College has established Institution Set Standards, and the College Council recognizes that the College would benefit from a more holistic, integrated planning process that draws on Institutional Set Standards and the College Institutional Effectiveness Partnership Initiative (IEPI) reported goals. Increased access to data relevant to the Institution Set Standards and IEPI reported goals are being made available through the College Research Office. (website) Institutional Set Standards will also become an embedded element of the Program Review process to enable programs to benchmark their performance against college goals and overall performance. Identified gaps in the institutionalized establishment, review, analysis and utilization of Institution Set Standards and other Key Performance Indicators are addressed in the Quality Focus Essay.

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

Faculty at Modesto Junior College, including full time and adjunct faculty, retain responsibility for ensuring that the content and methods of instruction meet accepted academic and professional standards and expectations, including but not limited to compliance with California Code of Regulations Title 5 (55002, YFA Contract Appendix C-1 [p.102-105]) The Course Outlines of Record (CORs) and the curriculum for all courses and programs are developed and reviewed by faculty. In accordance with California Code of Regulations, Title 5, the curriculum review process ensures that all CORs reflect appropriate unit values, contact hours, requisites, catalog descriptions, objectives, and content. (sample COR) CORs contain the minimum standards for content and methods of instruction. CORs serve as a guide and resource for developing syllabi and course materials. (faculty handbook p.36)

The College maintains a rigorous curriculum approval and review process. (curriculum website, handbook) The Curriculum Committee has established cyclical review processes that ensure the accuracy and currency of all curriculum and CORs. (Curriculum review schedule) During the review process, CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of requisites, rigor, student learning outcomes, and alignment with transfer requirements (including, but not limited to, the Transfer Model Curriculum). (Curriculum minutes sample with discussion of course content, etc.) Regardless of mode of delivery, all sections of a course adhere to the same COR and student learning outcomes. (Sample COR of course offered in multiple modalities) Distance Education courses undergo additional scrutiny to make certain that regular and effective contact will take place between the instructor and student, as well as to ensure compliance with ADA guidelines (online rubric) The curriculum review process includes provisions for Career and Technical Education curriculum to be reviewed every two years,

and the process includes input from program advisory committees and labor market data documenting workforce needs. (Sample COR and schedule) The Curriculum Committee is a sub-committee of the Academic Senate, and is primarily coordinated by an elected faculty Curriculum Co-Chair; additionally, the Academic Senate Vice President serves as a Curriculum Co-Chair and provides regular reports to the Academic Senate. (Academic Senate website) Administrators are also voting members of the Curriculum Committee. (Curriculum handbook)

The continual improvement of instructional courses, programs, and directly related services is achieved through the systematic assessment of Student Learning Outcomes and a cyclical Program Review process. Course learning outcomes are regularly assessed on a two-year cycle that culminates in program, general education, and institutional learning outcomes analysis and assessment (Assessment website, schedule of assessment). Program Review includes increased access to disaggregated data to support institutional efforts to narrow the student achievement gaps identified in the Student Equity Plan (Student Equity Plan, ATD Plan). The pedagogical, curricular, and structural improvements made through the evaluation of SLOs are documented and incorporated in the departmental program review process. In addition to assessment data pertaining to student learning outcomes, Program Review provides in-depth examination and analysis of program relevance, curriculum currency, enrollment trends, productivity, staffing, student achievement, and equity in student outcomes. (Sample program reviews) Program Review is a robust process driven by data and intended to foster dialogue, improve curriculum, enhance pedagogy, direct appropriate resources, and increase student achievement. Program Review data and outcomes are utilized in key college planning activities such as the Faculty Hiring Prioritization process and the allocation of resources (Faculty hiring prioritization process (can link to College Council document), resource allocation process graphic, SWP proposal form).

The faculty evaluation process is a foundational element in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. (Faculty contract p. 14, Article 6.2 purposes of evaluation) The evaluation process promotes dialogue about improvement in teaching and learning strategies. Faculty are evaluated through a cyclical peer evaluation process (Faculty Contract p. 16 article 6.7 frequency of evaluation). The evaluation process ensures continuous improvement in teaching and learning processes through the inclusion of classroom observations by both faculty peers and administration (YFA Contract p. 14-15 Article 6.3 Sources of evaluation). The evaluation process also includes evaluative criteria such as:

- Currency and depth of knowledge
- Use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with departmental practices (YFA Contract p 15-16, 6.4 Criteria for Evaluation)

The faculty evaluation process promotes the improvement of instruction through the inclusion of a self-evaluation written by the faculty member being evaluated. The self-evaluation is required for full-time faculty and an encouraged option for part time faculty. The self-evaluation should include “participation in program and subject area learning outcome assessment and improvement tasks.” Additionally, the written evaluative report summarizes faculty “professional obligations, including participation in program and subject area learning outcome assessment and improvement tasks” (YFA Contract, Article 6.6.3, 6.6.6)

The improvement of instructional courses, programs, directly related services, as well as teaching and learning strategies, is supported by an array of professional development activities (Institute Day schedules, CUE events, FLEX options, MJC Foundation travel

[samples, Great Teachers' Retreat](#)). These professional development activities further facilitate the development of pedagogical skills, enhancement of academic standards, foster program improvement and promote student success ([Samples of agendas, programs, etc](#)).

The College has a Distance Education Plan that outlines goals and support for online instruction ([DE Strategic Plan](#)). Faculty have been receiving comprehensive online instruction training since summer 2012. The online teaching preparation program includes three courses: pedagogy, learning management system (LMS) training, and advanced LMS, the first two of which are required of new online instructors ([Link to DE website](#)). The program operates on a cohort model and is offered each semester and once in the summer ([announcement emails](#)). The program has certified 157 online instructors between Summer 2012 through [Summer 2015](#). ([Link to appendix E of DE sub change](#)) The College maintains an updated list of all faculty who teach online and the training they have received. ([Link to Appendix F of DE sub change](#))

A majority of course offerings at MJC are enhanced with technology. During the 2016/17 academic year the college transitioned to the Canvas course management system ([Canvas transition emails](#)). Under the new system all courses are provided a Canvas shell. The college has a faculty position assigned to serve as the Instructional Design Coordinator ([job description](#)). The Instructional Design Coordinator chairs the Distance Education Committee and provides resources and training to assist faculty with pedagogical best practices to improve student success and retention in traditional, online, and hybrid courses ([DE committee website, EAV DE committee page](#)). In conjunction and collaboration with the Curriculum Committee and curriculum review processes, the Instructional Design Coordinator and DE Committee also play an instrumental role in ensuring that distance education faculty initiate and maintain "regular, systematic, and substantive student contact" ([online course rubric, email from Mike?](#)).

MJC ensures that academic deans are knowledgeable and current in distance learning through the hiring process and through ongoing professional development ([Sample interview questions](#)). The college commitment to excellence in distance education is further supported through staff development and training to expand understanding of the challenges faced by online learners, best practices in online support service delivery, and new technology ([Sample agendas and conference on online ed](#)).

Analysis and Evaluation:

Faculty at MJC exercise primary purview over the development, review, and improvement of CORs as well as course and program curricula ([curriculum handbook, website](#)). CORs along with course and program curricula are regularly and systematically reviewed to ensure academic rigor and alignment with current standards of generally accepted academic and professional standards and expectations ([Sample CORs, schedule of review](#)) The Curriculum Committee leads and directs a cyclical curriculum approval and review process that facilitates the effective evaluation of the currency and quality of all course, degree, and certificate curricula.

All faculty teaching distance courses are trained and certified in approved online pedagogy through processes outlined by the DE Committee ([trained faculty list](#)). The DE Committee also develops practices and protocols to ensure the quality and effectiveness of distance education teaching and learning strategies ([Rubric](#)). This includes training and coaching on best practices to initiate and maintain "regular, systematic and substantive student contact" ([related module sample from Mike's online training course](#)).

The faculty evaluation process facilitates continual professional growth and development that supports improvement in teaching, learning strategies, and student success ([Contract Article 6](#)). Through these processes the College conducts systematic evaluation to ensure the currency and academic quality of courses, programs and directly related services ([evaluation schedule, evaluation form samples blank](#)).

Faculty regularly participate in the systematic evaluation of courses and programs through the assessment of learning outcomes and document plans for improvement in teaching and learning strategies ([OAW website, assessment handbook, emails from Nita](#)). Each academic program participates in a Program Review process which focuses on the review and assessment of program relevance, effectiveness, needs, planning agendas, and the analysis of course, program, general education and institutional learning outcomes ([Sample PR, schedule, website](#)). Program Review templates include area and unit reviews in Instruction, Student Services, and Administrative Services, and all programs and areas are required to demonstrate alignment with the mission and strategic plan of the College.

To further foster and promote continuous quality improvement in instructional courses, programs, and services, the College has identified Key Performance Indicators (KPIs) which include Institutional Set Standards, Institutional Effectiveness Partnership Initiative (IEPI) Goals, and Strategic Plan metrics ([Institution set standards, IEPI Goals, Strategic Plan 2016-2021](#)). The College recognizes the need to improve the recognition and awareness of the KPIs and institutionalize the review and discussion of them at all levels on a regular basis. Identified gaps in the utilization of data as a core component of integrated planning and corresponding improvement plans are addressed in the Quality Focus Essay.

Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard:

MJC has identified student learning outcomes for all courses, programs, certificates and degrees ([ACCJC Annual Report 2016](#)). Student learning outcomes are one of the primary components utilized in the determination of student mastery of course content. ([Outcomes in Short](#)) MJC regularly assesses learning outcomes using appropriate methods of evaluation and established institutional procedures ([OAW website, assessment handbook](#)). Learning outcomes and assessments are defined and evaluated by faculty. The collective bargaining agreement between the Yosemite Faculty Association and the Yosemite Community College District ensures faculty participation in the assessment of learning outcomes.

The Academic Senate collaborates with the Outcomes Assessment Workgroup (OAW) to provide leadership and coordination in the assessment of learning outcomes. The OAW is led by a faculty chair who also serves as the Assessment Coordinator for the college ([OAW membership](#)). This partnership promotes faculty lead, campus-wide dialogue and understanding of learning outcomes, assessment, and analysis of assessment results. ([OAW Workgroup Mission](#)) This robust dialogue fosters institutional effectiveness and continuous improvement in teaching and learning strategies. All

course learning outcomes (CLOs) are mapped to Program, General Education, and Institutional Learning Outcomes (PLOs, GELOs, and ILOs). ([Learning outcome map](#)) The MJC Student Learning Outcomes and Assessment Handbook and the Curriculum Manual provide guidance and best practices for faculty developing or revising outcomes. ([OAW Handbook, Curriculum Manual](#)) Course learning outcomes are included in all syllabi and are publicly available through the class search function of the student information system utilized by the college, MJC PiratesNet. ([Sample syllabi, Screenshots of CLOs as noted here](#)) In accordance with YCCD board policy, students receive a syllabus during the first week of class. ([BP/AP 4-8065 \(Syllabus\)](#)) Copies of syllabi are also retained in the division offices. ([BBSS communication re syllabi](#))

Program Learning Outcomes, General Education Learning Outcomes, and Institutional Learning Outcomes are published in the Modesto Junior College Catalog and are available on the college website. ([MJC Catalog, website link to outcomes info](#)) Support Service Learning Outcomes (SSLOs) are published on the webpages for each service area. ([links to SSLOS on web](#)) SSLOs are also communicated at the point of service such as appointments, workshops, presentations, related activities. ([agendas, programs, and/or other evidence](#)) Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs) are published on the webpages for each service area. ([links to websites with the info](#))

The Curriculum Committee reviews learning outcomes as a component of the curriculum review process ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards. ([Curriculum manual](#)) The Committee utilizes Bloom's Taxonomy as a reference document when examining student learning outcomes for indicators of appropriate levels of rigor. ([Bloom's Taxonomy](#)) Learning outcomes are reflected in the CORs which are maintained in the curriculum management system that is utilized by the college. ([link to CurricUNET](#)) All degrees and certificates are required to include program learning outcome to acquire approval by the Curriculum Committee. ([Program proposal form](#)) All syllabi contain student learning outcomes.

The college maintains a cyclical process for assessing learning outcomes with a specific cohort of courses identified to assess each year. ([cycle](#)) PLO assessment is conducted through analysis of data collected from courses mapped to each PLO. ([SLO manual p.24 -25](#)) The aggregated course data is analyzed and discussed by faculty and staff at the department and division levels. Faculty analyze and discuss assessment data to make improvement to courses and programs. MJC tracks course and program learning outcomes assessment cycles. Assessment cycle reports are housed on the Outcomes Assessment web page. ([OAW link](#)) An evaluation of MJC's assessment processes indicated that a more sophisticated approach to assessment data management was needed to allow the college to maximize the access and utility of assessment data.

In 2015, the College transitioned to the eLumen software system as the repository for outcomes assessment and reporting. ([eLumen site](#)) The new software allows for tracking student performance in outcomes assessment, and specifically enables the disaggregation of outcomes assessment data. The College uses eLumen to evaluate how various student populations are performing in terms of student learning across course, program, general education and institutional learning outcomes. All SLO data is reported and analyzed in program review. Departments and areas are required provide narrative summaries regarding the use of student learning outcome data to improve instruction and/or services to students. ([Insert examples](#))

The College maintains a broad definition of learning outcomes which includes other measures of student success and achievement such as gainful employment, licensure examination pass rates,

completion, and labor market salary increase resulting from skill enhancement/building. These outcomes are tracked and assessed through review and analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellors office. The College maintains Gainful Employment Data and Licensure Exam Pass Rates which are available on the college website. ([Auto Body program site](#), [Auto Body GE data](#)) The College also utilizes Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellors Office. This survey provides additional data on student post completion employment and success. ([CTE Outcomes Survey](#))

Analysis and Evaluation:

The College has established procedures for identifying, recording, publishing and regularly assessing course, program, general education, institutional learning outcomes ([SLO Manual](#)) The College identifies and regularly assesses a broad spectrum of learning outcomes for students which extends beyond CLOs, PLOs, GELOs, and ILOs to include progression through courses to complete degrees/certificates and gain employment or transfer to a four-year institution. The College has developed a Strategic Plan and an Educational Master Plan which identify, benchmark, and track lead and lag indicators that correspond to these outcomes. ([Strategic Plan 2016-2021](#), [EMP](#)) Through purposeful investment in the development of the Institutional Research and Planning office the College has improved access to data to support the assessment of these outcomes. Identified gaps in the integration of outcomes data into decision making, institutional planning, and resource allocation processes and corresponding improvement plans are addressed in the Quality Focus Essay.

The College continues to make improvements in identifying, assessing, analyzing, utilizing, and evaluating student learning outcomes. In 2015, the College made a decision to implement a new software system, eLumen, capable of disaggregating outcomes assessment has increased institutional accountability for completing student outcomes and posting results. During the 2016-2017 academic year, the system was developed for program review, resource allocation, and better facilitation of integrated planning. The new baccalaureate program in Respiratory Care has scheduled, regular assessment of SLOs and program review in the new system.

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

Consistent with the mission of the College to provide an "educational environment for the ever changing populations and workforce needs of our regional community," MJC offers pre-collegiate level curriculum. Approximately [xx%](#) of students attending MJC assess into pre-collegiate courses each fall semester, and these courses are offered in Workforce Education training programs, Community Education, English, English as a Second language (ESL), and Math. Pre-collegiate level courses are identified in the catalog as non-credit or not degree applicable. ([MJC Catalog](#)) These courses are follow California Code of Regulations Title 5 guidelines as outlined in the California Community College Chancellor's Office Program and the Program and Course Approval Handbook

for non-degree applicable credit courses. (sample COR for basic skills classes) Additionally, these courses are clearly distinguished and delineated from college level curricula through coding in the curriculum approval process, in CurricUNET, and in curriculum reports submitted to the California Community College Chancellor's Office. The course development and curriculum review process requires the identification of the appropriate level of student preparation per course content, identified student learning outcomes, and required assignments. (COR samples of basic skill and transfer courses) Alignment of pre-collegiate level curriculum with college-level curriculum is established through the mapping of student learning outcomes from the course to the program level. (Insert examples)

MJC is an Achieving the Dream Institution and the recipient of a US Department of Education Title V Grant to improve student success and completion. The College maintains a strong commitment to removing academic, physical, and procedural barriers to improve access, persistence, and success rates, as well as the median time to completion, for all students. Because the majority of our students enter needing precollegiate work, the College is deeply engaged in institutional efforts to support students in acquiring the knowledge and skills necessary to advance and succeed in college level curriculum. (ATD brochure, ATD Plan, Basic Skills Plan, Student Equity Plan, Student Success and Support Plan (SSSP), Success specialist job description)

The College has implemented a Student Success and Support Program (SSSP) plan and a Student Equity Plan (SEP). (Student Success and Support Plan (SSSP), Student Equity Plan) As a key component of the SSSP, new students are directed to complete assessment testing for course placement into English and Mathematics prior to enrollment. The College has also adopted multiple measures for assessment to approach student placement in a holistic manner, and prospective students are asked to complete information about their academic background that could help in their placement at the college. (Multiple Measures forms from A&R, minutes from meetings) After assessment, students meet with a counselor to develop an abbreviated educational plan; additionally, students are encouraged to complete a comprehensive educational plan within their first two semesters.

The College has employed Student Success Specialists, who are assigned cohorts of all incoming students with the intent of enabling students to seek and receive core services, including orientation, assessment, educational planning, and follow up services. Additionally, Student Success Specialists are part of the College's equity focus and funding, and the Specialists pay close attention to the needs of disproportionately impacted student populations--many of whom need precollegiate skills. The Student Success Specialists help connect precollegiate students with support services across campus, provide assistance with registering for appropriate courses in students' educational plans, and provide information about credit bearing programs to students enrolled in training programs and community education courses. (job description)

MJC maintains several student success programs that provide students with academic support to assist students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. (student support services websites, brochures, email announcements) Students enrolled in pre-collegiate courses receive support in the Counseling Center, the English Language Learner Welcome Center, and the Library and Learning Resource Center. (webpages) Services provided include educational planning, tutorial services, a Writing Center, supplemental instruction, and student success workshops.

- Tutoring assistance is provided to students enrolled in Basic Skills courses through the Learning Center and the STEM Center. (link to tutoring website)

- In 2016 the College opened the English Language Learner Welcome Center to assist nonnative English speaking students in matriculating into the college and navigating the pathway to college level curriculum in support of their educational goal. ([website?](#), [flyer](#), [email announcement re: Center launch](#))
- The English, Mathematics, and ESL departments have all developed curricular pathways to assist students in transitioning to college level coursework. ([Catalog maps of course progression](#))
- The EOP&S Bridge Program provides a learning community for cohorts of students enrolled in pre-collegiate English and math courses ([Bridge info](#))
- [Include more examples](#)

The College has a Student Success and Equity Committee, which is tasked with the comprehensive review of institutional data related to student success. The committee analyzes data to identify areas where students are struggling the most. From these discussions, barriers to academic success are uncovered and the committee explores effective practices and makes recommendations for piloting initiatives to increase student success. Upon recommendation of the committee, MJC has funded several professional development opportunities for faculty and staff to further promote and facilitate student success in pre-collegiate coursework and the transition to college-level curriculum. The College Basic Skills Initiative Plan, Student Equity Plan, and Title V grant have contributed to professional development, student support, and curricular and pedagogical modifications designed for success:

- Faculty Retreat description
- CUE description
- English faculty have been funded to attend the California Acceleration Project. Faculty returned from these professional development trainings and workshops and initiated the redesign of the English pre-collegiate curriculum ([CAP workshop flyer](#), [email announcements](#)) ([link to pre/post maps](#)).
- Math noncredit project description
- CORA Institute

MJC offers a limited number of non-credit courses ([link to non-credit courses](#)). Non-credit courses adhere to California Code of Regulations Title 5 (55002-55003) guidelines as well as the guidance outlined in the California Community College Chancellors Office Program and Course Approval Handbook. ([Link to PCAH](#)) The review and approval process for non-credit curriculum follows the curriculum develop and review processes utilized for credit courses and programs including the development and assessment of student learning outcomes. ([Curriculum manual](#)) MJC is in the initial phase of exploring a framework for expanding the development and offering of non-credit courses including an increased number of Career Development and College Preparation (CDCP) courses to meet the diverse needs of students, including contextualized English and math courses. ([EMP](#)) These courses will provide specific, clear pathways for students to transition from adult education to college level coursework in Career Technical Education programs. ([CDCP website or info from PCAH](#))

Analysis and Evaluation:

The College has established processes for offering and evaluating the effectiveness of precollegiate curriculum, and has clear pathways developed and posted on the college website and catalog. MJC offers pre-collegiate level courses that are incorporated into pathways designed to transition students into college level curriculum or to meet other student goals. At MJC over [xx](#)% of students assess into remedial coursework, and more than half of the students that enroll into pre-collegiate level courses re-enroll in the same remedial course two or three times before succeeding. Consequently, improving student success and equity has emerged as a critical priority for the college, and recent

efforts and strategic planning have fostered new curriculum and pedagogical approaches for basic skills success. (ATD, Student Equity Plan, Student Success and Support Plan (SSSP), Basic Skills plans)

Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard:

Faculty retain primary purview over the development of courses, degrees, certificates, and programs offered at MJC. The degrees and programs developed and offered at the College follow the practices common to American higher education. MJC adheres to the legal and regulatory curriculum standards outlined in the Education Code and Title 5 Code of Regulations requiring a minimum of 18 units in a major or area of emphasis and 60 total units to earn an associate degree. (Board Policy 4045, Curriculum Manual, curriculum review processes) Course units are based on the Carnegie hour, consistent with statewide standards and comparable to other degrees and programs at other community colleges in the state of California. The Curriculum Committee reviews each course to ensure alignment with the mission of the college and adherence to guidelines and requirements established in California Code of Regulations Title 5, Education Code, Board Policy, and the California Community College Chancellor's Office Program and Course Approval Handbook. The Course Outlines of Record are evaluated by the Curriculum Committee and approved by the California Community College Chancellor's Office. Course sequencing and prerequisites are established by faculty and subsequently reviewed through the curriculum review process which includes evaluation of compliance with requirements outlined in Title 5. The depth, breadth and rigor of degrees and programs are reviewed and evaluated through the curriculum review and approval processes and protocols. (Curriculum manual)

The minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. Degrees are approved by the California Community College Chancellor's Office. (Board Policy 4100, the College Catalog, California Education Code, and California Code of Regulations Title 5 (55800)). Minimum degree requirements are verified by the Office of Admissions and Records prior to the conferral of degrees. Time to completion, course completion data, persistence rates, and other institutional data points are monitored by the Office of Institutional Research and Planning. (IR website, link to report)

The College has developed course sequencing models that illustrate and outline pathways to degree completion and anticipated timeframes. (Catalog program samples) While the minimum unit requirement for an associate degree is set at 60 the Associate Degrees for Transfer are held to a maximum of 60 units and can be completed in two years. (ADT website) Data review and other processes inherent in outcomes assessment and program review practices ensure that synthesis of learning is monitored, evaluated, and continually improved. (OAW website)

(Need paragraph on baccalaureate)

Analysis and Evaluation:

All degrees and programs, the required and elective courses that support them, and both required and suggested curricular sequencing are listed in the MJC Catalog. (MJC Catalog program section) All degrees and programs are based on recognized fields of study in postsecondary education, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree or certificate offered. These practices follow standard practices for higher education. (articulation agreements) CORs and programs of study are reviewed and approved through the curriculum review process for length, depth, and rigor, as well as compliance with legal and regulatory requirements outlined in the California Education Code and Code of Regulations Title 5. All associate degrees and certificates of achievement have been approved by the California Community College Chancellor's Office. (CCCCO program inventory) Synthesis of learning is evaluated through program review and assessment processes and documented in narrative reports. (PR in eLumen or samples) Time to completion for degrees and certificates is monitored and evaluated through completion data collected during Program Review and other reporting mechanisms. Completion data and reports are available from the Office of Institutional Research and Planning. Data is disseminated, reviewed, analyzed and utilized in the continuous effort to improve student success. (Program review handbook)

Standard II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard:

Courses for degrees and certificates, including elective courses, are scheduled in a manner that allows students to complete programs within timeframes that are consistent with established expectations in higher education. Credit courses listed in the catalog are offered at least once every two years. Career Technical Education (CTE) programs are required by state law to conduct program review, including an analysis of course scheduling, once every two years. (Sample CTE program reviews)

Deans, in consultation with faculty, develop course schedules that enable students to meet course prerequisites and complete their programs of study, including the baccalaureate degree. (division schedule building communication, division process charts) The College has developed recommended course sequences for degrees and certificates that support degree completion in a reasonable time frame. (sample program maps) Classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online. (snapshot of course schedule demonstrating variety of options) Courses are scheduled in a block format which reduces overlaps in class meeting times and increases student capacity to take multiple courses. (Sample schedules) Courses are also scheduled in various term lengths increasing the enrollment options available to students. (Schedule snapshot showing various term lengths)

Student learning is measured at the course, program, general education, and institutional level through learning outcomes assessment. Courses are assessed on a two-year cycle, and program, general education, and institutional learning outcomes are mapped to course learning outcomes. Program Review incorporates the analysis of program, general education and institutional learning

outcomes, and disciplinary faculty evaluate the effectiveness of learning and student achievement through a comprehensive, systematic approach to disaggregated data.

Analysis and Evaluation:

MJC offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online distance education. (Schedule demonstrating modality) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students and facilitate timely completion of academic programs. (Schedule snapshots illustrating above) The College has developed recommended models and course sequences to aid students in the timely completion of degrees and certificates. (Sample) Faculty and deans collaborate to ensure courses are scheduled across an array of days and times to provide students with flexibility in developing class schedules that minimize time to completion. As outlined in the Educational Master Plan, the College will convene an Enrollment Management Workgroup. The Workgroup will review scheduling data and practices to identify areas for improvement. The Workgroup will also investigate best practices for scheduling for each department. (EMP)

The College continues to refine its processes for Program Review and SLO assessment. In 2015, the College purchased new software, eLumen, in order to track individual student learning outcomes at the course, program, general education, and institutional levels. The analysis and evaluation of disaggregated SLO data was incorporated into a newly designed Program Review in the 2016-2017 academic year. Disciplines are now able to reflect on the effectiveness of student learning alongside the evaluation of student achievement data.

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

The College offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online Distance Education. (Schedule sample from II.A.6) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students. (Sample from II.A.6) A majority of the courses offered by the College are web-enhanced, using Canvas to facilitate student access to course materials and promote student success. (link to Canvas) The COR includes the identification of methods utilized to support and assess student learning and mastery of course content for each course regardless of delivery mode. (Sample COR of course with DE options) Distance Education courses meet the requirement outlined in California Code of Regulations Title 5 (55206) to have an approved Distance Education Supplement on record and undergo additional scrutiny by the Curriculum Committee as part of the curriculum review process. (Curriculum manual, COR sample)

Student demographic data indicates that the Distance Education program primarily serves students in Stanislaus County. (Link to data or snapshot of report) Guidelines have been established for the

creation and delivery of Distance Education courses. (DE course rubric) All faculty that wish to teach online must participate in the online training program offered by the Instructional Design Coordinator or an approved program deemed to be equivalent. (Evidence) The College has implemented a Distance Education Plan, established a Distance Education Committee, and allocated a full-time faculty position to facilitate instructional design for technology enhanced courses. (DE Plan, job description, DE Committee website) The quality and effectiveness of DE courses is monitored through these structures. The DE Committee makes recommendations on pertaining to policies and practices that facilitate student success in online instructional programs and student support services. The DE Committee monitors, reviews, and evaluates student outcomes and success rates in online courses. (minutes, documents, report) This process includes comparisons with face-to-face courses to monitor effectiveness and equity across formats.

The Distance Education Faculty Coordinator provides professional development and support to faculty and staff engaging students in the online milieu. (Job description, DE Strategic Plan) The Distance Education Faculty Coordinator offers workshops focused on online pedagogy and utilizing a variety of tools to enhance the online experience for students. The Coordinator also offers workshops and technical assistance to assist faculty teaching online, hybrid or technology enhanced courses utilizing Canvas. (email communication samples)

Through communities of practice, professional development opportunities, department meetings, curriculum review, councils and committees, faculty regularly discuss teaching methodologies and learning support services as they relate to student learning outcomes and student performance. Faculty and staff regularly engage in multidisciplinary discussion regarding student success. Two Institute Days are held each year which provide institution-wide professional development on topics relevant to student engagement and student achievement. (Sample agendas/FLEX workshops) Workshops and other professional development opportunities are offered throughout the year including retreats for both faculty and classified staff. (Speakers, presentations and agenda topics at retreats)

MJC has developed a number of strategic instructional and student support initiatives to meet the diverse and changing needs of students. MJC is an Achieving the Dream (ATD) college and as such has developed a comprehensive, strategic focus on closing achievement gaps and accelerating success among diverse student populations, particularly low-income students and students of color. (ATD Plan) In alignment with ATD's foundational premise that improving student success on a substantial scale requires colleges to engage in bold, holistic, sustainable institutional change the College has established a framework to guide the redesign of basic skills curriculum, accelerate student success and provide students with clear pathways to completion. This work is driven by the use of data and the integration of institutional plans developed to promote and facilitate student success. (Link to ATD plan and redesigned eng/math curric)

The College has developed institution-wide plans to address the success and achievement of students with emphasis on increasing equity in the success and achievement of students from disproportionately impacted groups. (Student Equity Plan, Student Success and Support Plan (SSSP)) A review of student success and completion data has resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes and enhancing the student educational experience at the college through the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and the Adult Education Block Grant (AEBG). In 2015, the College received a Title V Grant focused on reducing academic, procedural, and physical barriers to student success. (Title V grant narrative) Through the grant, the College is addressing academic policies, course sequencing, and

supplementary learning. The grant objectives and activities support and enhance the student success initiatives of the ATD Plan ([Link to Title V Grant](#)). The College is in the third year implementing the Student Equity Plan (SEP). The SEP identifies achievement gaps across an array of student groups in five key areas: access, course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer. ([Student Equity Plan](#)) The SEP proposes activities and methodologies to address inequitable outcomes of disproportionately impacted student groups. There are five core themes across these plans:

- Rethinking developmental education
- Closing achievement gaps for student populations
- Developing clear pathways for students
- Helping students acclimate to college processes and responsibilities
- Building a culture of inquiry and evidence based decision making to support equitable educational outcomes and student success

In alignment with the primary tenets of the Achieving the Dream initiative, MJC is becoming a data-informed college. The increased focus on using data as a basis for informed decision-making is reflected in discussions and a planning agendas that are being implemented through collaboration and participatory decision making involving the Academic Senate, the Student Services Division, the Instruction Division, and the Associated Students. For example, institutional data was collected and shared with college stakeholders at a campus-wide data-analysis session on September 11, 2015, providing opportunity for in-depth discussion and analysis of college- and program-level data ([MJC ATD 2015 Data Summit](#)). Throughout the 2015/16 academic year, institutional data continued to be identified, collected, refined, and assessed by the college Institutional Research and Planning department. Data findings and enhanced access to data has been shared broadly across the institution. ([IR website](#))

Based on findings from these data, MJC ATD Framework (ATD [Implementation Plan](#)) and existing institutional plans ([Student Success and Support Plan \(SSSP\)](#), [Student Equity Plan](#), BSI, ATD, AEBG) a five-year College Strategic Plan has been developed along with a corresponding updated Educational Master Plan. ([Strategic Plan 2016-2021](#), [EMP](#)) Detailed work plan is now being implemented, including activities, timelines, and data to be evaluated. The SSEC and College Council review progress on activities, including:

- Faculty-developed programs, including the First-Time-In-College course and Men of Color program
- Scholarship of Teaching and Learning Faculty workgroup to identify pedagogical approaches that improve outcomes for students of color
- Additional research personnel and training support in understanding data
- Additional Student Success Specialists (connecting students to support services)
- A Book Loan program for students
- Software that supports learning outcomes assessment, disaggregated by student population
- Re-designed student services facilities and processes that enable one-stop services on both campuses
- Comprehensive review of college policies and procedures to identify disproportionate impact
- Development of accelerated programs
- Development of meta majors/guided pathways

Math faculty recently completed the development of curriculum for a noncredit "Math Emporium". Seven new noncredit modules were developed to replace two 5-unit courses. The modules are combined into two noncredit certificates. Students can progress at an individual pace, depending on their preparation and their major. The seven modules were piloted in summer 2017 with three sections of 40 students each: each section may have students enrolled in multiple modules. Completion rates as well as success rates in subsequent math courses will be compared with non-participants from similar populations. The program will be scaled up slowly during fall 2017 to allow time to track ongoing progress and make refinements. It will continue to be scaled in spring 2018 to meet student demand. It is anticipated that as many as 1,500 students could enroll in Math Emporium each semester when it is fully scaled.

During Fall 2016, English faculty taught eleven prototype accelerated Basic Skills English sections. The new course, "Reading, Writing and Reasoning" combines content from two remedial English courses and a remedial reading course into a single six-unit course. (COR ENG 45) This course is an intensive writing course that prepares students for college-level English. Approximately 325 students, 30% of lowest-entry developmental English students, are enrolled in the fall accelerated sections. Pilot faculty will train other instructors during summer 2017 to scale up the program. Course retention and general persistence rates will be compared with those of non-participants from similar populations who are enrolled in the traditional Basic Skills English sequence of two 5-unit courses. The Office of College Research will track success rates in subsequent English courses.

The MJC Foundation and the Student Success and Equity Committee both have extended the opportunity for faculty and staff to submit funding proposals for mini-grants to seed projects and initiatives to improve student success outcomes. (Examples of funded grants)

As a result of these initiatives and other programs established at the college MJC maintains a broad array of learning support services for students. The Learning support services reflect the diverse needs of students attending MJC. (Link to list of links for Learning Support Services). Learning support services are available to students on regardless of location and delivery method of instruction.

The college supports the professional development of faculty through an array of opportunities offered throughout the academic year on campus and within the region as well as across the state and nation (Link Flex Activities). The College has sponsored faculty retreats that highlight on best practices and pedagogical approaches specifically focused on adult learners in the community college milieu. (Great Teachers' Retreat agendas) The College has partnered with the Center for Urban Education (CUE) to provide culturally responsive workshops, training, institutes, and a twelve-month academy tailor made for MJC deans and faculty as part of the Student Equity Plan to reduce identified achievement gaps in disproportionately impacted student populations (Link to CUE docs, Equity Plan).

Analysis and Evaluation:

MJC effectively utilizes delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of students. The College has developed and implemented plans, action items and professional development initiatives to address and support equity in success for all students. (Student Success and Support Plan (SSSP), SEP, ATD, Basic Skills plans, professional development evidence) A broad spectrum of pedagogical approaches, delivery modalities, technologically enhanced facilities, and instruction are utilized to meet the diverse range of academic and student support needs of students.

MJC is a member of the Achieving the Dream Network (ATD). As an ATD college MJC has developed an institutional focus on retention, success, and equity that is reflected in the alignment of the Colleges Strategic Plan and EMP with other institution-wide plans focused on student success. [\(Link to ATD Plan and other plans\)](#) A key component of the MJC ATD Framework is a targeted effort to increase the institution's capacity to collect, access, analyze, and use data to inform decisions and use technology to support student success. [\(ATD section on data\)](#) The College has effectively utilized data to revise pedagogical methodologies, curriculum, and develop learning support services that reflect the diverse and changing needs of its students, in support of equitable educational outcomes and success for all students.

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

The College does not currently utilize department-wide course examinations; however, a common exam was administered in the English Department until 2017. In English 49, a basic skills course two levels below transfer, a common final exam was administered and evaluated by the committee of English professors teaching the course. Students wrote their identification numbers on the exams to insure objectivity and reduce bias in the grading process. The exam was graded as either "pass" or "no pass." In 2016, after several semesters of engaging student equity as a priority, and after discussing the barrier of a common final, the English Department decided to remove the common final exam as a part of their course curriculum. The decision was based on an effort to improve student success. In lieu of the common final exam, the department will continue its processes of conducting department-wide norming, grading, and in-service training to develop rubrics for any assessment conducted across courses and sections. The procedures for the norming processes are documented by disseminating the information to all interested instructors through email.

Analysis and Evaluation:

Until 2017, department-wide course examinations have been administered in the English Department. Faculty participated in department-wide training and dialogue to validate the effectiveness, validity, and reliability of these examinations, and all examinations undergo analysis to determine and reduce test bias.

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Evidence of Meeting the Standard:

The College awards college credit based on the Carnegie Standard defined in California Code of Regulations Title 5. One unit of academic credit is earned based on one hour of lecture/discussion

per week or a minimum of three hours of laboratory per week per term. Typically, 17.5 hours of lecture or 52.5 hours of laboratory produce one unit of credit. This practice reflects general accepted norms or equivalencies in higher education and follows the California Community College Chancellor's Office requirements for the awarding of academic credit. (PCAH) The college catalog contains policies on the awarding and transfer of credit and is available online and in hard copy print format. The requirements for the awarding of course credit, degrees, and certificates is outlined in Board Policy 4100 as well as in the MJC College Catalog. (BP 4100 (Graduation Requirements for Degrees and Certificates), Catalog page on credit) The College uses the student contact hour as the basic unit of attendance for computing full-time equivalent students (FTES) upon which college apportionment is determined. MJC does not offer courses based on clock hours.

All courses and programs offered by the College, including the baccalaureate degree, have identified student learning outcomes that embody what students will have learned upon successful completion of the course and program. (Sample CLOs, PLOs) Course level learning outcomes are identified in CORs and syllabi, and all program learning outcomes are available on the the COLlege website and in the catalog. (Sample syllabi) All programs have documented mapping of course to program, general education, and institutional learning outcomes. (OAW website, eLumen) As part of the curriculum development and review process, the Curriculum Committee engages in the examinations of course and program learning outcomes to validate that course learning outcomes are addressed and reflected in the course content and the degree pathway. (Curriculum manual) The College offers 24 Associate Degrees for Transfer, and per guidelines in the California Community College Chancellor's Office Program and Course Approval Handbook, all AD-Ts include program student learning outcomes designed for successful transfer. The awarding of a degree or certificate by the College affirms demonstration of achievement of these outcomes.

Analysis and Evaluation:

The College is in compliance with state laws, regulations and District Board Policy that outline parameters for the awarding of course credit, degrees, and certificates based on student attainment of learning outcomes. The awarding of course credit, degrees, and certificates is dependent upon student demonstration of mastery of course content as reflected in course and program level learning outcomes. Learning outcomes are included in CORs and course syllabi. (Link to sample syllabi and CORs)

The College is in compliance with state regulations and California Community College Chancellor's Office guidelines regarding the units of credit awarded. This compliance confirms that units of credit awarded are consistent with policies that reflect generally accepted norms or equivalencies in higher education. The College does not offer courses based on clock hours.

Standard II.A.10

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.

Evidence of Meeting the Standard:

Policies and processes related to the transfer-of-credit are clearly stated in the MJC College Catalog and on the college website. (Transfer info from Catalog) In accepting transfer credits to fulfill degree requirements, students meet with counselors to determine if courses may be accepted in lieu of local course requirements for degrees and certificates. When equivalent coursework is identified, a local form is utilized to document the transfer-of-credit. (Form) Transcript evaluations are completed by the Office of Admissions and Records in accordance with established guidelines. (Assist, MJC Catalog, IGETC, GE Breadth websites).

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California, and other institutions. The College relies on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) as the primary repository for these agreements. (ASSIST link, snapshots of articulations) Information regarding articulation and articulation agreements are available on the college website. (link to info) The College has revised course outlines to align with the descriptors identified in the Course Identification Numbering System and created new courses for Associate Degrees for Transfer using the descriptors. (C-Id.net, AD-T info on MJC web) The College has developed Associate Degrees for Transfer (AD-Ts) in every major in which it has an existing AA or AS degree that correspond to one of the 24 ADT disciplines as required by SB1440. In accordance with the college mission to provide a dynamic, innovative, undergraduate educational environment these AD-Ts expand the structured transfer pathways available to students. (List of AA-T and AS-T degrees at MJC)

The College has a well-established Transfer Center where students can access information regarding transfer and the transfer-of-credit to various bachelor degree granting institutions. (Transfer Center webpage)

Analysis and Evaluation:

The College has established transfer-of-credit policies, procedures, and practices to facilitate the mobility of students without penalty. Transfer-of-credit policies are clearly stated and made available to students in the College Catalog and on the college website. (MJC Catalog transfer section) In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of local courses through practices and procedures established by the Counseling Department and the Office of Admissions and Records.

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California and other institutions where patterns of student enrollment between institutions are identified. (ASSIST snapshot samples)

Standard II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard:

The Yosemite Community College District's expected student learning outcomes for General Education and the Associate Degree are outlined in Board Policy. ([BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#)) Student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are reflected in this policy. Accordingly, these same student learning outcomes have been embedded in established General Education Learning Outcomes (GELOS) and Institutional Learning Outcomes (ILOS). Faculty have developed program-specific learning outcomes for all programs established at the College, including the baccalaureate, which reflect the appropriate level of rigor and breadth for respective certificates and degrees. (Sample PLOs) In particular, the Baccalaureate Degree Program learning outcomes were developed and approved by a multidisciplinary group of faculty involved in the delivery of upper division coursework to ensure rigor and depth before continuing through the appropriate process of approval through the Curriculum Committee and the YCCD Board of Trustees. (BDP Agenda with PLOs)

The College has specific General Education Learning Outcomes which address Social and Behavioral Science, Humanities, Natural Science, Health Education, and Language and Rationality. (GELOS) The College also has specific Institutional Learning Outcomes which address Communication, Information and Technology Literacy, Personal and Professional Development, Cultural Literacy and Social Responsibility, and Creative, Critical and Analytical Thinking. (ILOS)

All PLOs, GELOS, and ILOS are published in the catalog and MJC website. Additionally, all Program, General Education, and Institutional Learning Outcomes are measured for their effectiveness through the program review process, which includes reflection, evaluation, and resource requests for improvement.

Analysis and Evaluation:

MJC has made substantial progress in the development, documentation, and assessment of student learning outcomes at the program, general education, and institutional levels. (ACCJC 2016 annual report) The established PLOs, GELOS, and ILOS include learning outcomes that cover the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The criteria utilized to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program is outlined in Board Policies in accordance with California Code of Regulations Title 5, Education Code, the California Community College Chancellor's Office Program and Course Approval Handbook, and the Curriculum Manual. ([BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#)), [BP 4100 \(Graduation Requirements for Degrees and Certificates\)](#)

All course learning outcomes are mapped to PLOs, GELOS, and ILOS, and all student learning outcomes are measured, disaggregated for analysis, and evaluated through the program review process. (Sample maps) The College has made a significant investment in eLumen, a management system for SLOs and Program Review, which enables the tracking of resource allocation made for program and institutional improvement. Since 2015, the College has had the capability of tracking individual student attainment of SLOs, and the college redesigned Program Review for data disaggregation and analysis in the 2016-2017 academic year. Program Review at the College is now

under a robust two year cycle, which includes all course, program, general education, and institutional learning outcomes assessment.

Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard:

In alignment with California Code of Regulations Title 5 and in compliance with Yosemite Community College District Board Policy, the College requires all degree programs to include a component of general education based upon a carefully considered philosophy for both the associate and baccalaureate degree. (BP 4025 (Philosophy and Criteria for Associate Degree and General Education), CCR Title 5 55061, 55063) This philosophy is articulated in the college catalog and reflects learning outcomes that include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (MJC Catalog related section) This philosophy informs the curriculum development and review process. (Curriculum manual intro?)

As outlined in Standard II.A.1 and Standard II.A.2, discipline faculty define and develop the curriculum for courses, degrees and certificates in accordance with the standards established. (Curriculum Manual) The Curriculum Committee leads and directs the curriculum review and approval process which includes a determination regarding the appropriateness of each course for inclusion in the general education curriculum based upon faculty identified student learning outcomes and competencies appropriate to the degree level as well as established General Education Learning Outcomes. (BP 4025 (Philosophy and Criteria for Associate Degree and General Education) Under the guidance of the Curriculum Committee, the College also complies with California State University Executive Order 1033 (CSU General Education Breadth Requirements) and the guidelines for the University of California Intersegmental General Education Transfer Curriculum (IGETC) Standards version 1.3 when determining the appropriateness of courses for inclusion in the general education transfer patterns. The General Education Requirements, expected learning outcomes (GELOs) as well as the IGETC and CSU General Education Breadth Requirements are published in the college catalog and available on the college website. (GELOs in Catalog, GELOs on web)

Insert paragraph on baccalaureate general education requirements--9+ units of upper division GE, and GE requirements are lower and upper division courses, and distributed across GE and captures baccalaureate level GE.

Analysis and Evaluation:

The College has established general education requirements for the completion of an associate degree, transfer to the California State University, and transfer to the University of California. (Catalog GE requirements for degrees) These requirements align with California Code of Regulations Title 5 and Board Policy 4025. Underlying these general education requirements is a carefully considered philosophy for the associate degree that indicates that students receiving a degree are prepared to participate in civil society with a broad comprehension of knowledge and skills in the arts and humanities, the sciences, mathematics, and social sciences.

The curriculum development and review process ensures that the College relies on the expertise of faculty to determine the courses that are included in the general education curriculum and to ensure that these courses introduce to the variety of means through which people comprehend the modern world. (Curriculum Manual) In alignment with the mission of the College, General Education Learning Outcomes have been developed to ensure that the awarding of the degree represents both the development of skills in a specific discipline and a successful attempt on the part of the college to lead students through patterns of learning experiences that result in the accumulation of a breadth of knowledge. (GELOs) This includes the development of capabilities and insights that provide students with the ability to think and communicate clearly and effectively; 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.

The College's general education philosophy, general education course requirements and GELOs serve the College mission to facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape student into thoughtful, culturally aware, engaged citizens. The general education curriculum and learning outcomes brings coherence and integration to the separate requirements for the degree.

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

All degree programs offered by the College, including the baccalaureate, include curriculum in at least one major area of study or an established interdisciplinary core curriculum. (MJC Catalog program section) All degree programs include General Education requirements and completion of specific courses and/or quantified number of units in the area of study. Faculty retain responsibility for ensuring that the content and methods of instruction for all program curricula meet accepted academic and professional standards and expectations including but not limited to compliance with California Code of Regulations Title 5. (Title 5 55002) (Curriculum Manual) The college maintains a rigorous curriculum approval and review process. The Curriculum Committee, a subcommittee of the Academic Senate, leads and directs a cyclical curriculum approval and review process that facilitates the effective evaluation of the currency and quality of all course, degree, and certificate curricula. (Curriculum website, sample voting grid) The Course Outlines of Record and the curriculum for all

courses and programs are developed and reviewed by faculty. In accordance with California Code of Regulations, Title 5, the curriculum review process ensures that all CORs reflect appropriate unit values, contact hours, prerequisites, catalog descriptions, objectives, and content. [\(Sample CORs\)](#) CORs contain the minimum standards for content and methods of instruction. CORs along with course and program curricula are regularly and systematically reviewed to ensure academic rigor and alignment with current standards of generally accepted academic and professional standards and expectations. During the review process CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of prerequisites, rigor and assessment of learning outcomes, and alignment with transfer requirements including but not limited to the C-ID requirements of Transfer Model Curriculum. [\(Curriculum manual, curriculum website\)](#)

Distance Education courses undergo additional scrutiny to ensure that regular and effective contact will take place between the instructor and student as well as to ensure compliance with ADA guidelines. [\(DE addendum sample\)](#) The curriculum review process includes provisions for Career and Technical Education curriculum to be reviewed every two years and include input from program advisory committees as well as labor market data documenting workforce needs. [\(Curriculum matrix\)](#)

MJC has identified student learning outcomes for all courses, programs, certificates and degrees. [\(ACCJC annual report 2016\)](#) MJC regularly assesses learning outcomes using appropriate methods of evaluation and established institutional procedures. Learning outcomes and assessments are defined and evaluated by faculty. [\(OAW website\)](#) All course learning outcomes are mapped to Program, General Education, and Institutional Learning Outcomes (PLOs, GELOs, and ILOs). The MJC Student Learning Outcomes and Assessment Handbook and the Curriculum Manual provide guidance and best practices for faculty developing or revising outcomes. Learning outcomes are included on the COR and in all syllabi. [\(Sample Syllabi\)](#)

The identification and assessment of student learning outcomes is inherent in the faculty led curriculum development and review processes. Through these processes faculty identify courses specific to a major or specialized areas of study as well as courses that comprise the core of interdisciplinary curricula. These processes ensure that selected courses are appropriate to the degree and reflect theories and practices within the field of study. Through Program Review, faculty engage in the iterative process of evaluation and improvement of degree programs and student learning outcomes. [\(Sample PR, pr timeline\)](#)

Analysis and Evaluation:

MJC offers degree programs across a diverse spectrum of disciplines of study. [\(List of programs\)](#) Faculty who hold the minimum qualifications to teach in these disciplines retain the primary responsibility for developing and reviewing curricula, learning outcomes, general education and degree requirements specific to each major or area of study. These curriculum development, approval, and review processes, as well as the cycle of outcomes assessment and program review, are all components of a holistic approach to continual quality improvement, ensuring that key theories and practices within the fields of study remain current and relevant.

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

Modesto Junior College offers 48 programs in career technical education (CTE) that culminate in the award of either a degree or a certificate. ([list of CTE program degrees & Certificates](#)) In compliance with California Code of Regulations Title 5, the curriculum review process includes provisions for CTE curriculum to be reviewed every two years. ([Curriculum matrix](#)) As part of the Career Technical Education (CTE) Program Review process faculty conduct an analysis of curriculum, course scheduling, student learning outcomes assessment, productivity, enrollment trends, staffing, labor market data and information, and changes in the industry. ([CTE sample program review](#)) CTE Program Review also includes processes to gather input and feedback from program advisory committees as well as review and analysis of labor market data documenting workforce needs.

Other measures of student success and achievement such as gainful employment, licensure examination pass rates, completion, and labor market salary increase resulting from skill enhancement or skill building serve as evidence that graduates completing career-technical degrees and certificates demonstrate technical and professional competencies that meet employment standards. These outcomes are tracked and assessed through review and analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellor's office. The College maintains Gainful Employment Data and Licensure Exam Pass Rates which are available on the college website. ([links to program data](#)) The College utilizes Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. ([link to program site](#)) MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellor's Office. This survey provides additional data on student post completion employment and success. ([link to survey data](#))

Individual programs that require third party accreditation or certification are in compliance with those external mandates and requirements. ([CoARC, BRN, MAERB... accreditation evidence](#)) The College offers six programs that require students to pass a licensure or certification examination to qualify for employment in the field. Pass rates these programs are typically above 85% and exceed Institution Set Standards for licensure passage rates. ([Table of licensure pass rates](#))

All CTE programs have established student learning outcomes that are based on industry standards and identify specific knowledge, competencies and/or technical and professional skills required by the field. ([Sample CTE CLOs, CTE syllabi](#)) CTE degree programs also have general education requirements that are mapped to Institutional Learning Outcomes. ([link to evidence in prior section on gen to ILO mapping](#))

MJC engages key stakeholders in the development, planning, implementation and evaluation of CTE programs. ([Advisory meeting announcements, agendas](#)) These stakeholders include students, faculty, administrators, counselors, representatives of tech prep consortia, representatives from K-12 school districts, and representatives of business and industry. CTE program administrators and faculty convene meetings with program specific advisory councils, boards, and committees throughout the academic year. In accordance with the guidance provided in the Career Technical Education Advisory Committee Manual from the Career Technical Education Administration Management Office of California Department of Education Career and College Transition Division

and the State Plan for Career Technical Education this includes an annual CTE local planning meeting to develop recommendations for programs and obtain feedback from potential employers.

Analysis and Evaluation:

Graduates completing career technical education degrees and certificates demonstrate technical and professional competencies that meet employment standards and preparation for external licensure and/or certification in respective industries. CTE program faculty and administrators work collaboratively with key stakeholders from the community, business and industry, K-12 school districts, and students in the planning and evaluation of CTE Programs. (CTE advisory membership lists) CTE advisory committees play a central role in providing information, input, and feedback to CTE faculty to ensure that CTE curricula and programs reflect the knowledge base and skill development required for employment. Data on student outcomes and performance in the labor market is utilized to assess program effectiveness at meeting employment standards and preparation for external licensure and certification. (program review samples)

Standard II.A.15

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.

Evidence of Meeting the Standard:

The College has established a program discontinuance process which has been developed and approved by the Academic Senate through the participatory governance process. (BP 4021 (Program Discontinuance)) In accordance with Board Policy, the California Education Code, and the California Code of Regulations Title 5, the program discontinuance process includes provisions to mitigate negative impacts of substantial changes or program discontinuance on students who are in progress of completing the program of study identified for discontinuance. (Program discontinuance/Viability document) This process articulates the commitment of the College to make every effort to allow students to complete their program of study or certification within a reasonable period of time. Program Review is the primary mechanism through which programs are evaluated for relevance, vitality, and viability. If the Program Review indicates that a program may no longer be viable due to decreasing enrollment trends, inadequate funding, non-compliance with requirements and/or mandates, etc. the Program Viability Procedure is utilized to develop a response to the findings and an appropriate action plan. (Program discontinuance/Viability document)

Analysis and Evaluation:

The College utilizes the curriculum development and review process, the Program Review process, and student outcomes data to evaluate the relevance of curricula and educational programs. The College has established criteria to determine program viability. (Program discontinuance doc) In the event that a program is found to no longer be viable the College has established guidelines to develop a response to the findings and an appropriate course of action which may include suspension, discontinuance or revitalization. The College has established policies and procedures to ensure that students are able to complete their education in a timely manner with minimum disruption when programs are eliminated or program requirements are significantly changed.

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard:

The College has established policies, procedures, and practices that ensure regular engagement an iterative process of evaluation and continual quality improvement of all instructional programs. (Curriculum manual, Curriculum website, curriculum matrix, program review samples, program review cycle, OAW website, Assessment Handbook, YFA Contract Article 6, advisory meeting agendas, advisory membership lists, Great Teachers' Retreat agendas, ATD Dream Agenda, Institute Day agendas) These include but are not limited to:

- curriculum development and review processes
- Program Review Processes
- Student Learning Outcomes development, review and assessment practices
- faculty performance evaluations
- review and analysis of student outcomes data
- collaboration with key stakeholders through advisory groups
- professional development

Analysis and Evaluation:

The College regularly reviews and evaluates the currency and quality of all instructional curricula and programs offered in the name of the institution regardless of delivery mode or location. Modesto Junior College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. (Curriculum matrix, cycle of program review) Criteria utilized to review and evaluate curricula and programs includes relevance, appropriateness, achievement of learning outcomes. (Curriculum Website, Curriculum manual, Sample CORs) Evaluation includes comparison data on student success and achievement across traditional and online modalities. Student performance and outcomes data is also used to determine gaps in student performance and achievement. In response to findings in the data the College has developed and implemented action plans to enhance and improve student success.(ATD Implementation Plan, Basic Skills Plan, Student Equity Plan, Student Success and Support Plan (SSSP), Title V Grant) Demonstrated review and evaluative practices and processes collectively support and ensure currency, quality and improvement of programs.

Standard II: Student Learning Programs and Support Services

Standard II.B Library and Learning Support Services

Standard II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard:

Modesto Junior College has two comprehensive Library & Learning Centers (L & LCs), one on each campus. The L & LCs provide traditional library services, including computer labs, as well as tutoring and Supplemental Instruction. During the academic year both L & LCs are open Monday through Friday from 7:30 am to 8:30 pm. The East Campus L & LC is also open Saturdays from 8:15 am to 5:00 pm. Both facilities were recently remodeled; the West Campus L & LC in 2013 and the East Campus L & LC in 2014.

Library materials budgets have been consistent since the economic recovery, with approximately \$70,000 allocated from the college's general fund annually. This allocation is supplemented by categorical funding when available. Library collections include more than 23,000 print volumes, 22,000 eBooks, 37 research databases, dozens of detailed research guides, approximately 130 periodical subscriptions and a thorough collection of textbooks and other materials available on reserve. ([ACRL Survey 2015](#)) Research databases from vendors such as EBSCO, Gale, Films on Demand, Kanopy, NewsBank and others provide access to scholarly journal, newspaper and magazine articles, streaming video content, reference materials, literary criticism and pro/con resources. ([Library Database Webpage](#))

The L & LC uses OCLC's WorldShare integrated library system (ILS). WorldShare is a cloud-based ILS that uses the WorldCat database as its front-end OPAC. As a full-featured ILS, WorldShare supports all aspects of library operations, including patron account management, record maintenance, course reserves and interlibrary loan.

Librarians provide students and faculty research help on both campuses, teach multiple sections of a three-unit library research course, conduct bibliographic instruction for more than 100 class sections per year, and lead library instruction workshops throughout the year. In fall 2014, librarians worked with more than 3300 students via one-on-one research help (in person and via chat, text and email) and 2025 students in 64 sections that received bibliographic instruction. ([L & LC 2015 Quick Data Reference Guide](#))

Tutoring services are provided for a broad variety of more than 60 courses. Peer writing tutors work with students from across the college on improving their writing assignments and skills. Content-specific peer tutors assist students during 30-minute appointments in a range of disciplines, including mathematics, social sciences, speech communication, and natural sciences. In addition, peer math tutors are available to help students on a drop-in basis. ([Tutoring and SI 2015-16](#)) Online tutoring options are being researched as previous attempts to provide this service were underused and unsustainable. Going forward, online tutoring will likely rely on the tools available through California's statewide Online Education Initiative. Supplemental Instruction is available for select courses, including anatomy, physiology, history, chemistry, algebra and statistics. Both L & LCs have open computer labs with a total of 200 computer workstations. Computers can access the Internet, the college's learning management system and standard applications such as the Microsoft Office Suite, as well as print in color and black and white.

The Library & Learning Centers are overseen by the Dean of Literature and Language Arts/Library & Learning Center. She is assisted administratively by the Library & Learning Center manager and an administrative assistant. Five full-time librarians, six library support staff and 20-30 student workers operate the library. Six instructional staff and more than 80 tutors and Supplemental Instruction leaders handle tutoring operations. Two computer lab assistants and more than ten student workers run the computer labs. ([LLC Strategic and Operational Plan 9.7.16](#))

Analysis and Evaluation:

Modesto Junior College's Library & Learning Centers provide a broad array of services and resources in support of the college's educational programs. MJC's two campuses each have a comprehensive L & LC that is open more than twelve hours a day and staffed by faculty librarians and instructional support staff. Many library resources and services are electronic and available to all students regardless of their location. ([Services for Online Students](#)) In recent years the L & LC budget has been stable, with tutoring services largely funded through a STEM grant. As that grant winds down alternative funding sources are being identified.

Library & Learning Center resources and services are heavily used by students. In 2014-15 the combined L & LC gate counts are more than 500,000, translating to roughly 3,000 visits per day during the academic year. ([Security Gate Counts 2014-15](#)) Importantly, L & LC users are satisfied with their experience, as demonstrated by the high number of positive comments received in a recent college-wide survey. ([Survey - Candy Bar](#))

Library resources are frequently used by students. For example, research databases were used to access more than 200,000 articles in 2014, while physical books circulated more than 5,000 times during the same period. At the same time, circulations of textbooks and other materials loaned from our reserve collection exceeded 20,000. ([ACRL Survey 2015](#)) The high usage of electronic resources, in particular, shows the flexibility of the Library's collections and its ability to provide all students—including online students—access to reliable resources. Tutoring services are also heavily used and appreciated by students. In fall 2014, the L & LCs provided more than 5,300 individual tutoring appointments and 2,800 drop-in math tutoring appointments. ([L & LC 2015 Quick Data](#))

[Reference Guide](#)) While online tutoring is not currently available, the Library & Learning Center manager is investigating options for providing that service in a sustainable fashion.

The library migrated to OCLC's WorldShare integrated library system in 2013. This move provided numerous improvements over the previous system, including the ability to simultaneously search both physical collections and electronic resources as well as streamlining interlibrary loan services. A proxy server allows all MJC employees and registered students to access the library's electronic content from on and off campus. This service will be improved once new server technology is implemented that will reduce nightly downtime to provide near 24/7 availability of electronic resources.

Supplemental Instruction (SI) is well used and highly successful. In fall 2014, the L & LCs offered SI for fifteen courses and more than 2,800 students participated. SI participants had a higher retention rate (92% vs 81%) and success rate (82% vs 58%) than their classmates. ([SI Assessment Fall 2014](#)) A similar analysis conducted in fall 2013 also found SI participants had higher retention and success rates. ([SI Assessment Fall 2013](#))

High usage rates combined with high user satisfaction suggests that MJC's Library & Learning Centers meet faculty and student needs and support the college's educational programs. Further, these needs are met through a wide variety of high quality resources and services that are consistently funded by the college.

Standard II.B.2

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.

Evidence of Meeting the Standard:

The acquisition and maintenance of library materials is guided by the MJC Library's Collection Development Policy. The policy was most recently updated in 2015 and articulates the purpose of the collection, responsibility for oversight and evaluation, and criteria for both selection and deselection of materials. ([Collection Development Policy](#))

Full-time faculty librarians have primary responsibility for selecting and maintaining library materials. In addition, a librarian serves on the Curriculum Committee and reviews all new and modified courses — in all modalities — for needed materials. This process is formalized on the curriculum proposal document, which includes a section where faculty identify library materials and services necessary to support the course. ([Curriculum - New/Revised Course Submission](#)) A librarian also serves on the Distance Education Committee, helping to ensure library materials and services meet the needs of online students and faculty.

The Collection Development librarian and other librarians working with their liaison areas ensure faculty from throughout the college provide input into the collection development process. [Library Liaison Webpage](#) Embedded librarians work closely with classroom faculty to ensure student needs are met. ([Library - Faculty Services](#)) Faculty, staff and students are also encouraged to submit requests for library materials through a form available on the L & LC's website. ([Library - Materials Purchase Request Form](#))

MJC's four-year bachelor's degree in Respiratory Care program accepted its initial cohort for the fall 2017 term. In preparation, the liaison librarian to the Allied Health division worked with the program's lead faculty to identify a plan of service for this new program. ([Respiratory Care Plan of Service](#))

A full-time librarian is responsible for maintaining the Library & Learning Center website and ensuring the layout, research guides and other linked resources are compiled and displayed in a pedagogically sound manner. In addition, a faculty member from the Literature & Language Arts division is responsible for the Writing Center (a sub-area of the Learning Center) webpage. This page includes links to handouts and other resources to help students improve their writing. ([Library & Learning Center - Writing Center Website](#))

Tutoring resources are selected and maintained by discipline faculty and Library & Learning Center personnel. Tutor training courses are taught by faculty that select course materials and prepare tutors in the use of appropriate learning aids (e.g. grammar handouts or anatomy models) with students. ([COR - Tutor 100](#), [COR - Tutor 110](#))

Analysis and Evaluation:

Library materials and learning center resources are selected and maintained through a collaborative effort involving librarians, classroom faculty and tutoring staff. Library acquisitions are guided by a detailed collection development policy that seeks input from a variety of sources, including directly from classroom faculty. ([Collection Development Policy](#)) The result is a responsive, dynamic collection comprised of print and electronic resources that meet student and faculty needs. This is demonstrated by the consistently high satisfaction rates of L & LC users. ([Survey - Candy Bar](#))

With the imminent launch of the four-year respiratory care degree, the L & LC took steps to ensure sufficient library materials were available to support the new program. These steps included working closely with discipline faculty to identify needed resources, developing a plan of service and implementing the plan prior to the program's start. ([Respiratory Care Plan of Service](#))

Tutor training materials and other instructional support equipment available through the L & LCs, including anatomy models, calculators and laptops, are selected by L & LC personnel based on identified needs and suggestions from faculty and students.

The recent acquisition of Chromebooks to replace the aging tablet computers loaned to students provides an example of the methods used to inform the acquisition process. As the tablets aged, staff paid close attention to declining battery life and other problems. A brief survey was conducted that identified why students were borrowing the tablets and what functionality they required. ([Computer](#))

[Needs Survey](#)) With the results in hand, YCCD District IT was consulted regarding cost effective options for meeting the identified needs. It was then decided to purchase Chromebooks. Once the Chromebooks began circulating, a follow-up satisfaction survey was conducted to ensure they met student needs, the results of which were overwhelmingly positive.

Standard II.B.3

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

Evidence of Meeting the Standard:

College-wide surveys routinely demonstrate that the Library & Learning Center meets the needs of students. For example, respondents to a 2015 survey of support services gave the L & LCs the highest-rated responses of all services listed. ([Survey - Candy Bar](#)) The L & LC was also viewed favorably in the 2015 Community College Survey of Student Engagement (CCSSE). Of the 544 students with an opinion of the research assistance they received, 83% reported that it helped “a lot” or “somewhat.” ([CCSSE Results for LLC - question #14](#))

Librarians regularly assess all aspects of library instruction. Assessment is scheduled to align with college processes and provide a reasonable timeline for each area being assessed. ([Library Instruction Assessment](#)) LIBR100, the Library’s credit course, assesses its SLOs as part of the college’s assessment cycle. ([Library GELO/ILO Report](#)) Other recent assessment activities focused on information literacy workshops (fall 2014), and research help (spring 2016).

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In addition to regularly scheduled assessment activities, librarians regularly conduct ad hoc assessment. Recent examples include a usability study of desktop configuration in the computer labs, student focus groups convened to improve the L & LC’s web presence, and a needs assessment was conducted to inform the purchase of new equipment for a laptop loan program. ([Library Instruction Assessment](#))

Tutor training courses (TUTR 100 and 110) will regularly assess course SLOs as part of the college’s assessment cycle. ([Tutoring GELO/ILO Report](#)[2]) The next assessment is scheduled for spring 2017.

Supplemental Instruction (SI) was thoroughly assessed in fall 2013 and again in fall 2014. SI participants had a higher retention rate (92% vs 81%) and success rate (82% vs 58%) than their classmates. ([SI Assessment Fall 2014](#)) A similar analysis conducted using fall 2013 also found SI participants had higher retention and success rates. ([SI Assessment Fall 2013](#))

Other L & LC services are currently planning assessment strategies and that work is being coordinated by the division’s Assessment Committee.

Analysis and Evaluation:

The Library & Learning Center regularly evaluates its services and resources. In spring 2016 the division established an Assessment Committee to coordinate assessment activities, with a focus on the services that were not regularly evaluated through established processes.

Some of the evaluation activities within the L & LC are institutionalized via college processes, such as the assessment conducted for the LIBR 100, TUTR 100 and 110 credit courses. These assessments show that students are meeting student learning outcomes. College-wide surveys such as the candy bar survey consistently demonstrate that students are satisfied with the L & LC's resources and services. ([Survey - Candy Bar](#)) The assessment of information literacy workshops and research help also show that participating students achieve the learning outcomes and are satisfied with the service. ([Library Instruction Assessment](#))

Evaluation of Supplemental Instruction shows that the benefits can be dramatic for participants. In fall 2013 SI was available for seven courses and 422 students participated. Those students had much higher retention rates (95% vs 72% and success rates (76% vs 55%) than their classmates. The following year, fall 2014, SI was available for ten courses and 319 students participated, again with positive results: 92% vs 81% retention rates and 82% vs 58% success rates. ([SI Assessment Fall 2014](#), [SI Assessment Fall 2013](#))

Less formal evaluation is conducted periodically as needed. These assessments again show that the L & LC identifies student needs and confirms how well it meets those needs. One example, referred to above in Standard II.B.2, pertains to the replacement of circulating tablet computers. Prior to purchasing replacement computers a brief survey was conducted that identified why students were borrowing them and what functionality they required. EV Computer Needs Survey Once the new equipment began circulating a follow-up satisfaction survey was conducted to ensure they met student needs, the results of which were overwhelmingly positive. ([EV Computer Needs Survey, Satisfaction Survey](#))

Standard II.B.4

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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard:

The L & LCs rely on an array of outside entities for key services and equipment. All of the library's 37 research databases are available via subscriptions with numerous vendors and publishers. Most of

these resources are purchased through a statewide consortium established in partnership between the Council of Chief Librarians and the Community College League. ([CCLC Invoice](#)) New databases are acquired to fill gaps in the existing collection and to meet identified needs. Librarians rely on reviews of resources to select the best product that fits within the allocated budget. Prior to renewing subscriptions, librarians evaluate database usage statistics, changes in curricular needs, and cost, among other factors, before deciding whether or not to renew.

The Library uses OCLC's WorldShare integrated library system (ILS), which includes backend patron account management, print and electronic resource cataloging functionality, interlibrary loan and course reserve modules. The system also provides a robust online public access catalog (OPAC) that supports discovery and integrated interlibrary loan functionality. ([OCLC Invoice](#)) The subscription with OCLC is handled in collaboration with our sister institution, Columbia College. One benefit of this arrangement is that materials held by the Columbia College Library are given greater weight in typical search results and can then be requested and received quickly through a district-wide courier service.

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LibGuides and LibAnswers, two tools from the vendor Springshare, are another example of resources from an outside entity that the L & LC relies heavily on. LibGuides is used to create and maintain all of the research guides and tutorials, while LibAnswers is the virtual reference software that supports chat and email research help. ([Springshare Contract](#))

Both L & LCs have 3M security gates at the entrances to deter and prevent theft of library materials. The gates work in conjunction with RFID pads that are also provided by 3M. The pads activate RFID tags attached to each item in the L & LC collection. In addition to enhanced security, the gates provide passive gate count statistics. The RFID tags and pads increase efficiency by speeding up circulation and technical services processes.

In the past the L & LCs worked with outside organizations to provide online tutoring, but those solutions proved unsustainable. The L & LC is currently investigating the tools available through California's statewide Online Education Initiative to find a permanent online tutoring solution.

Analysis and Evaluation:

The L & LC's reliance on the community college statewide library consortium to purchase electronic research databases allows the college to maximize the use of library materials budgets for critical purchases. This practice increases purchasing power by leveraging the combined buying power of the consortium's member institutions, which include nearly all California community colleges as well as some community colleges from surrounding states. Collaborating with the consortium also provides streamlined bookkeeping by consolidating subscriptions from multiple vendors into a single invoice. OCLC's Worldshare ILS and Springshare's LibGuides, LibAnswers, and LibCal are four critical tools for which the L & LC relies on outside entities. Contracts are in place that ensure the tools are consistently available and provide technical support to assist with any issues that arise. All three were acquired in response to identified needs after a rigorous review process. In the case of WorldShare, the L & LC migrated from another product in 2013. The process was initiated by L & LC staff who were increasingly disappointed with the functionality of the old ILS. An extensive review of

alternative solutions was conducted before the decision was made to switch products. ([L & LC - Faculty Meeting Minutes, 11/1/2012](#))

3M provides the L & LCs with a complete industry standard security system, including pads and gates. These are provided with an annual maintenance contract that includes technical support and service calls. Periodic inventories assess quantity of missing material (i.e. if gates are functioning, quantity should remain low, which has been the case in recent years). ([L & LC May 2015 Inventory](#)) Observation and discussion with staff shows RFID pads are used and effective. Staff get audible and visible alerts at time of incidents, allowing staff to intervene and leading to the recovery of secured material passing through gates.

Standard II.C: Student Learning Programs and Support Services

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard:

The stated mission of Modesto Junior College is to “transform lives through programs and services” through the provision of a “dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community.” The College maintains a comprehensive portfolio of student support services that assist student learning and aid in accomplishing the mission of the college. These services include ([Link to each service](#)):

- Admissions and Records
- Comprehensive Student Information System (PiratesNet)
- Articulation
- Assessment testing for placement
- Associated Student Government
- Career Center
- Transfer Center
- Counseling
- Disabilities Support Programs and Services (DSPS)
- Extended Opportunity Programs & Services (EOP&S)
- Cooperative Agencies Resources for Education (CARE)
- Financial Aid
- Scholarships
- International Student Program
- Student Success Centers
- Student Success Hubs
- Campus Life & Student Development
- Veterans Resource Center
- Health Services
- Mental Health Services

- TRiO Student Support Services
- TRiO Upward Bound Program
- TRiO Talent Search/Gateway Program
- First Time in College Course
- The Male Collaborative Support Program for Men of Color

In addition, the College provides comprehensive, reliable resources and support services that are appropriate and specifically designed for students taking courses online. The Distance Education support services are outlined in the Distance Education Plan ([DE Plan](#)) and DE Substantive Change Proposal approved by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges in Spring 2016 ([DE Sub Change](#)). Students have ease of access to Distance Education support services through (non-password required) electronic links to student support webpages. ([Online Student Resources Page](#)) These services include ([Link services](#)) :

- Online application for admissions
- Online enrollment services
- Online orientation program
- Schedule of Classes
- MJC Catalog
- MJC Student Handbook
- College forms
- Online Student Helpdesk
- Canvas website help for students
- Canvas log in assistance for first time users
- Canvas Student Guide
- Discount Software
- Electronic Add Card
- Online Advising
- Online Readiness Quiz
- Student email
- Library Services

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

The Library & Learning Center (LLC) website offers many online resources to students, including, but not limited to, the library catalog, eBooks, subscription databases, and research guides. Librarians

are available remotely via chat, Twitter, phone, text, and email to support students with research questions. The website also provides information about tutoring, supplemental instruction, and the writing center. On the LLC homepage, under the Services heading, there is a link specifically for Services for Distance Learners. On this page, there are sections for Requesting & Borrowing materials, Research Help, Technology in the LLC, Tutoring & Supplemental Instruction, and Working with a Librarian ([LLC Webpage](#)).

Students are prepared for online courses at MJC in a number of ways. All online and hybrid courses in the schedule include a notification about a “student readiness quiz” that helps students decide if the online modality is appropriate for their needs. The quiz covers technical skills, study skills, reading skills, and a link to a typing speed test. The responses students give to each question generate instant, dynamic feedback. In addition, all of these areas combine to give students a score that they use to interpret their level of preparation for success in online courses. For those students who do not score well, the feedback suggests ways they can prepare for online success, such as taking computer literacy and guidance courses, and seeing a counselor for other options ([Online Readiness Quiz](#)). For those students who do register for an online course, MJC offers a free, self-enrolled, self-paced, online certificate that introduces students to the main components of the LMS. The certificate averages 90 minutes to complete, and when students complete all required activities, they receive a certificate that they can share with their instructors. Data indicates that students who complete the MJC Online Student Readiness Certificate for extra credit are retained at 94% compared to 66% for those who don't, and 85% pass the course compared to 52% of those who do not ([DE Sub Change, Appendix L](#)).

In support of the mission of the College to provide a high quality undergraduate educational environment, the College systematically strives to improve student services to enhance student learning and student achievement. The Program Review process, which includes student learning outcomes assessment, is the primary mechanism through which the College evaluates programs and services. All instructional courses delivered by library and student services faculty have Course Learning Outcomes (CLOs) that map to and inform applicable General Education (GELOs) and Institutional Learning Outcomes (ILOs). Additionally, each student services area has established Support Service Learning Outcomes (SSLOs) that map to and inform Service Area Outcomes (SAOs). Support Service Learning Outcomes are published on the webpages for each service area, and are also communicated at the point of service such as appointments, workshops, presentations, and related activities. Service Area Outcomes, as well as any appropriate Administrative Unit Outcomes (AUOs), are published on the webpages for each service area ([Evidence--work with Nita](#)). All student learning outcomes, including Support Service Learning Outcomes and Service Area Outcomes, are evaluated through Program Review. The relatively new software support from eLumen emphasizes disaggregated data for learning outcomes, which can illuminate any disproportionate impacts across student groups.

In further support of the mission of the college, MJC has developed a number of strategic instructional and student support initiatives to meet the diverse and changing needs of students. The College has developed institution-wide plans to address the success and achievement of students with an emphasis on increasing equity in the success and achievement of disproportionately impacted

student groups. A review of student success and completion data has resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes, as well as enhancing the student educational experience, through the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and the Adult Education Block Grant (AEBG). In 2015, the College received a Title V Grant focused on reducing academic, procedural, and physical barriers to student success. Through implementation of the grant activities, the College is addressing academic policies, course sequencing, supplementary learning, and student support services. The grant objectives and activities support and enhance the student success initiatives outlined in the other institutional plans. (Title V Grant)

MJC is an Achieving the Dream (ATD Implementation plan) college, and through work with the ATD network, the College has developed a comprehensive, strategic focus on closing achievement gaps and accelerating success among diverse student populations--particularly low-income students and students of color. The College is in the third year of implementing a Student Equity Plan (SEP), which identifies achievement gaps across an array of student groups in five key areas: access, course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer velocity. The SEP proposes both pedagogical and co-curricular activities and methodologies to address inequitable outcomes of disproportionately impacted student groups (Student Success Initiatives Trifold). In alignment with ATD's foundational premise that improving student success on a substantial scale requires colleges to engage in bold, holistic, sustainable institutional change, the College has established a framework to guide the redesign student support services to enhance student learning and improve student outcomes. This work is grounded in the review and analysis of data, as well as the integration of institutional plans, to promote and facilitate student success.

In alignment with the primary tenets of the Achieving the Dream initiative, MJC is becoming a data-informed college. The Program Review process for Student Services not only incorporates the assessment of learning outcomes, but includes an analysis of program and service data (SS Program Review). Categorical and grant funded services and programs also incorporate data and findings from annual reports, as well as other mandated reporting documentation, into Program Review (Annual Report). Service plans for these programs are often reviewed annually by the California Community Colleges Chancellor's Office, the U.S. Department of Education, or other funding agencies (DSPS Annual Plan, CARE Annual Plan, EOPS Annual Plan). These programs also undergo regular audits by external entities to verify and validate the delivery of high quality services to students (DSPS Audit, FA Audit, EOPS Audit). This increased focus on the utilization of data as a basis for informed decision-making is reflected in discussions and planning agendas throughout student services (Special Programs retreat agendas). Action plans are implemented through collaboration and participatory decision-making involving the Academic Senate, the Student Services Division, the Instruction Division, and the Associated Students. For example, institutional data was collected and shared with college stakeholders at a campus-wide data-analysis session on September 11, 2015, providing opportunity for in-depth discussion and analysis of college and program level data (ATD 2015 Data Summit). Throughout the 2015/16 and 2016/17 academic years, institutional data has continued to be identified, collected, refined, and assessed by the college Institutional Research and Planning department. Data findings and enhanced access to data has been shared broadly across the institution (CC Agenda w/data presentations, IC Agenda w/data

presentations, SS Agenda w/data presentations, Faculty Retreat Agenda, SSEC Agenda, EMP Data Sets and Charrette info, IR website)

Based on findings from these data, MJC ATD Framework (Implementation Plan) and existing institutional plans ([Student Success and Support Plan \(SSSP\)](#), [Student Equity Plan](#), BSI, ATD, AEBG) a five-year College Strategic Plan has been developed along with a corresponding updated Educational Master Plan ([Strategic Plan 2016-2021](#), [EMP](#)). A detailed work plan is now being implemented, including activities, timelines, and data to be evaluated. Program Review enables Student Services to demonstrate alignment with the goals and objectives outlined in the Strategic Plan, Educational Master Plan, ATD Implementation Plan, SSSP, SEP, BSI, AEBG, and other institutional initiatives. The current criteria and components of the Student Services Program Reviews allows student support programs to highlight accomplishments, examine efficacy, evaluate effectiveness, and demonstrate improvements that have been as part of the outcomes assessment process. As a result of the increased review and analysis of data, as well as the evaluation of the quality of student service and student support programs, several improvements have been made to enhance student services and increase student success outcomes:

- Establishment of Student Success and Equity Committee (a subcommittee of the College Council ([CC Agenda approving SSEC](#)))
- Development of interdisciplinary First-Time-In-College course for incoming students ([FTIC](#))
- Development and implementation of support program for men of color ([Male Collaborative brochure](#))
- Collaboration with the Center for Urban Education to develop communities of practice for faculty and staff ([CUE Contract](#))
- Implementation of the California Community College Research and Planning Groups' *Six Factors for Student Success* as a framework for the structure and delivery of student services and student support ([Institute Day Agenda with Darla Cooper, Faculty Retreat w/Darla Cooper, Six Factors Doc](#))
- Collaboration with the Disney Institute to develop a holistic, comprehensive, institution-wide approach the student engagement and service for faculty and staff ([Disney Institute Training Materials](#))
- Additional research personnel and training support in understanding data ([IR website, IR Staff](#))
- Additional Student Success Specialists (connecting students to support services). ([Specialist brochure](#))
- A Book Loan program for students ([Book loan advertisement and docs](#))
- Re-designed student services facilities and processes that enable one-stop services on both campuses ([Title 5 Grant](#))
- Comprehensive review of college policies and procedures to identify disproportionate impact
- Development of accelerated programs ([Pre/Post English and Math Pathways](#))
- Commitment to development of meta-majors/guided pathways ([Spring Institute Day Agenda, ENGL/BBSS Redesigning Americas Community College Discussion, Rob Johnstone presentation, Faculty Retreat Agenda w/pathways](#))
- Convening a faculty retreat focused on equity-minded and success-driven practices ([Faculty Retreat Programs](#))

- Launching student success Pathways Centers for drop-in SSSP services ([SS Centers and Hubs](#))
- Utilizing multiple measures assessment ([Multiple Measures approval by CC, Multiple Measures process docs](#))
- Understanding and leveraging Growth Mindset for success ([Growth Mindset training and presentations, Inside Trac training materials](#))
- Conducting research with Student focus groups to learn about institutional barriers for students ([Link to focus group training materials](#))
- Improving student learning resources, including tutoring, SI, and supplementary modules
- Developing K-12 and adult education partnerships ([Link to courses offered in high schools, TRiO Upward bound website, TRiO upward bound, TRiO Gateway/Talent Search AB 288 agreements w K-13 school districts](#))
- Increasing student engagement and connection through direct contact via student specialists ([Specialist Outreach contact/yield data](#))

Service area Program Reviews may also include student satisfaction as evaluative measure in determining quality services offered. ([SS Program Review](#)) The College participates in the the Community College Survey of Student Engagement (CCSSE) on a 3 year cohort administration cycle. The CCSSE provides information on student engagement, which the Center for Community College Student Engagement has identified as a key indicator of learning and the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. The survey identifies student behavior patterns in and out of the classroom. The CCSSE survey benchmarks national norms on educational practice and performance by community colleges. The College utilizes the diagnostic data and information from the tool to assist in identifying areas in which enhancements to the student educational experience can be made. The survey also serves as a service monitoring device as it documents institutional effectiveness over time. Review and analysis of CCSSE data and reports assists the College in creating an environment that supports student learning, development, and success. ([CCSSE Data, CC Agenda with CCSSE reporting, IC Agenda with CCSSE reporting, Deans Cab agenda with CCSSE discussions](#))

Analysis and Evaluation:

The College has established policies, procedures, and practices that ensure regular engagement in an iterative process of evaluation and continual quality improvement for all student support services, regardless of location or means of delivery. Criteria utilized to review and evaluate student services and student support programs includes relevance, appropriateness, achievement of learning outcomes, student satisfaction, scale, and student performance data. Student success and outcomes data is also used by student services and student support programs to determine gaps in student performance and achievement. In response to findings in the data, Student Services has developed and implemented action plans to enhance and improve student success. These demonstrated review and evaluative practices and processes collectively support and ensure currency, quality, and improvement of Student Services Programs.

Standard II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

Each student services area has established student learning outcomes and service area outcomes as appropriate. Support Service Learning Outcomes (SSLOs) are published on the webpages for each service area. SSLOs are also communicated at the point of service such as appointments, workshops, presentations, related activities. SSLOs inform--and are mapped to--Service Area Outcomes (SAOs) and Institutional Learning Outcomes (ILOs). SSLOs and SAOs are published on the webpages for each service area (examples). These learning support outcomes have been identified in conjunction and alignment with the goals and objectives outlined in the Strategic Plan, Educational Master Plan, ATD Implementation Plan, SSSP, SEP, BSI, AEBG, and other strategic initiatives the college is undertaking. Identified learning support outcomes are assessed through the Program Review process, as well as through the evaluation components and reports of these institution-wide plans. (Link to 3 examples of program learning support outcomes in three different plans – may need to insert “for example” narrative to connect the dots between outcomes in the plan – specific programs – outcomes on webpages)

Institutional data on student demographics, performance, success, and equity is reviewed and examined to identify areas where learning support is needed. (IR website, Scorecard, Equity Data, SSSP data, Basic Skills Data) Data pertaining to the delivery of services is also reviewed and analyzed. (Link to program specific data re: outreach vs. yield, wait times, caseloads, unduplicated headcount of students served, orientation data, Intelliresponse, #of ed plans etc) Research into best practices, site visits to other community colleges, and professional development opportunities are utilized to identify the appropriate action plans to develop and improve student support services and programs to achieve the identified outcomes.

Analysis and Evaluation:

As part of the iterative process of continuous quality program improvement, the College employs a variety of methods to ascertain the effectiveness of student support services. SSLOs and SAOs assessed through the Program Review process on a two year cycle. SSLOs and SAOs are aligned with learning support outcomes reflected in institutional student success plans and initiatives. Surveys of student engagement and student satisfaction provide additional information and assessment of support learning support outcomes. Other methods, such as student focus groups, are utilized to ascertain the effectiveness of student support services. Collectively these evaluation methods provide a comprehensive assessment of support services and programs. Review and analysis of

institutional data informs the development of learning support outcomes to ensure that identified support services and programs are appropriate and strategically implemented to increase student success through improved support programs and services.

Assessment data and findings have been utilized to continuously improve student support programs and services. (Examples of previous program review and improvement--Library, Special Programs)

Standard II.C.3

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.

Evidence of Meeting the Standard:

The College assures equitable access to all students by providing a comprehensive array of support services that promote equitable access and opportunity regardless of service location or delivery method. As an Achieving the Dream Institution, as well as the recipient of a US Department of Education Title V Grant to improve student success and completion, the College prioritizes access and demonstrates a strong commitment to removing barriers to improve access, retention, and success rates for all students.

The College conducts surveys and focus groups to obtain depth and breadth of insight and understanding into student needs. Hearing and responding to the “student voice” is a core value of the College and one of the primary mechanisms utilized to ensure equitable access and appropriate, comprehensive, and reliable services to students. (CCSSE, DE Student Surveys, Focus Group data) The philosophy and premise that underlies the institutional approach to access and support services is that counseling faculty, instructional faculty, specialists, and others who deliver core services to students will base their interactions with students on the following principles and factors that impact student success, as documented by the California Community Colleges Research and Planning Group:

- **Directed:** helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- **Focused:** fostering students’ motivation and helping them develop the skills needed to achieve their goals
- **Nurtured:** conveying a sense of caring where students’ success is important and expected
- **Engaged:** actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- **Connected:** creating connections between students and the institution and cultivating relationships that underscore how students’ involvement with the college community can contribute to their academic and personal success
- **Valued:** providing students with opportunities to contribute to and enrich the college culture and community (Institute Day Agenda with Darla Cooper, Faculty Retreat w/Darla Cooper, Six Factors Doc)

Through a robust outreach program, the College provides information and enrollment services to students in xx high schools and throughout the community at large. (Feeder HS data, ESL Welcome Center location, CTE contract Ed outreach location) Outreach services include information and

assistance with financial aid resources, including the California Community College Board of Governors Fee Waiver, the Free Application for Federal Student Aid (FAFSA), and California Dream Act applications. The Financial Aid Office conducts over xxx workshops on campus, at area high schools and within the community at large each year. Financial aid staff and outreach staff regularly conduct events associated with the California Student Aid Commission's "California Cash for College" program and the California Community Colleges Chancellors Office's "I Can Afford College" campaign. (FA workshops and events)

To further support these efforts the College has implemented a Student Success and Support Program (SSSP). SSSP provides core services such as assessment, college orientation, academic counseling, follow-up services and career counseling to all students. (Student Success and Support Plan (SSSP)) In addition, the College has established a Student Success and Equity Committee which is a subcommittee of the College Council. (SSEC charge) The SSEC services as recommending body on issues regarding student success and equity. The SSEC is responsible for the planning, monitoring, evaluation, and effectiveness of the following institutional plans that facilitate the assurance of equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method:

- Student Success and Support Program
- Student Equity Plan
- Basic Skills Initiative
- Adult Education Block Grant (SSEC Charge, SSEC Minutes, CC Minutes)

The College has made a strategic investment in developing a cadre of Student Success Specialists which have become a focused team dedicated to expanding access and ensuring all students receive all core services. Additionally, the Student Success Specialists are also funded through the College Student Equity Plan, with the specific intent of focusing on disproportionately impacted students who have not--or traditionally do not--seek out resources and support.

Success Specialists present information and orientations to students in a variety of venues. They are embedded in every academic division to assist students, and each has a caseload of students whom he or she contacts multiple times to discuss a variety of individual student needs, including ways to access on campus and online services, how to apply for financial aid, when to utilize tutoring and office hours, and how to seek counseling for the development of abbreviated and comprehensive education plans. As part of the College's focused effort to provide appropriate, comprehensive, and reliable services to students, "Pathways Centers" have been established on each campus. The centers serve as one-stop service hubs, where students receive multiple services, including education planning, orientation, assessment services, and elements of career and transfer services. Centers also include computers and assistance for students to complete core services online. (Student Success and Support Plan (SSSP), Success Centers, Specialist brochure, Title 5 Grant)

The College conducts New Student Days each year. These events features over 150 MJC employees volunteering to assist with registration, orientation, assessment, and education planning activities with incoming students. During the event, several campus divisions and departments deliver program-

focused orientations, including Science, Math and Engineering, CTE, Agriculture, Athletics, Nursing, and more. [\(New Student Day program/packet/reports\)](#) In 2016, the College initiated New Student Convocations, which take place prior to the beginning of the fall semester. These Convocations help orient first-time students and parents with the campus, programs, and services. Included in the Convocation is a welcome from the College President or Vice President, sessions for parents, a presentation of support programs and campus life opportunities, including athletics. Academic program information is shared in breakout sessions which feature introductions to members of the faculty. Staff from all support services are present and available to answer questions. [\(Convocation program, agenda, packets, handouts\)](#)

[Paragraph on Sabados de Education, HEC, AAC](#)

Tutoring assistance is provided to students through the Learning Center and the STEM Center. In 2016 the College opened the English Language Learner Welcome Center to assist nonnative English speaking students in matriculating into the college and navigating the pathway to college level curriculum if that is their goal. Additional academic support services are available to students include assistance from the Writing Center, supplemental instruction, and student success workshops. [\(Welcome Center doc, LLRC Services/docs, STEM Center docs\)](#)

Student support services are available across the College campus [from x:xx am to x:xx pm](#) Monday through Friday, and a reduced number of services are available on weekends. [\(link to service hours and weekend counseling/LLRC services and hours\)](#) In addition, the College provides comprehensive online resources and support services. All resources and support services are specifically designed to ensure equitable access by providing appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method. For students taking courses online, specific Distance Education support services are outlined in the Distance Education Plan and Distance Education Substantive Change Proposal approved in Spring 2016 by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. [\(DE Plan, DE Sub Change\)](#) Students have ease of access to Distance Education support services through non-password required electronic links to student support webpages. These services include: [\(Link to listed resource/service, Link to online student resources page\)](#)

- Online application for admissions
- Online enrollment services
- Online orientation program
- Schedule of Classes
- MJC Catalog
- MJC Student Handbook
- College forms
- Online Student Helpdesk
- Canvas website help for students
- Canvas log in assistance for first time users
- Canvas Student Guide
- Discount Software

- Electronic Add Card
- Online Advising
- Online Readiness Quiz
- Student email
- Library Services

Specialized online services for students include Disabled Student Programs and Services (DSPS), which provides assistance to students with disabilities. Students may apply for accommodations online and receive information about the services offered. Assistive technology has been placed in computer labs throughout the campus to ensure accessibility. There is also a full time alternative media specialist, who is available to assist students and faculty in meeting the requirements mandated by the Americans with Disabilities Act-Section 508c. [\(DSPS info in catalog and website\)](#) In addition to these offerings for students, there is an entire segment of training dedicated to online accessibility, as well as the best practices involved in online teaching of students with disabilities, in the suite of MJC online training courses utilized for faculty professional development. [\(Link to sample doc or training material from Mike Smedshammer\)](#)

The Library & Learning Center (LLC) website offers many online resources to students, including the library catalog, eBooks, subscription databases, and research guides. Librarians are available remotely via chat, Twitter, phone, text, and email to support students with research questions. The website also provides information about tutoring, supplemental instruction, and the writing center. On the LLC homepage, under the Services heading, there is a link specifically for Services for Distance Learners. On this page, there are sections for Requesting & Borrowing materials, Research Help, Technology in the LLC, Tutoring & Supplemental Instruction, and Working with a Librarian. [\(LLC Website\)](#)

Analysis and Evaluation:

The College invests significant resources and effort into providing equitable access to comprehensive, appropriate, reliable services for all students. MJC has developed a number of strategic instructional and student support initiatives to meet the diverse and changing needs of students. MJC is an Achieving the Dream (ATD) college, and this institutional commitment has meant developing a comprehensive, strategic focus on expanding access, closing achievement gaps, and accelerating success among diverse student populations--particularly low-income students and students of color. In order to achieve these objectives, the College has developed institution-wide plans to address the access, success and achievement of students with emphasis on increasing equity in access, success and achievement of students from disproportionately impacted groups. The College maintains a comprehensive portfolio of student services that support student learning and contribute to accomplishing the mission of the college. These services include: [\(Link to each service listed\)](#)

- Admissions and Records
- Comprehensive Student Information System (PiratesNet)
- Articulation

- Assessment testing for placement
- Associated Student Government
- Career Center
- Transfer Center
- Counseling
- Disabilities Support Programs and Services (DSPS)
- Extended Opportunity Programs & Services (EOP&S)
- Cooperative Agencies Resources for Education (CARE)
- Financial Aid
- Scholarships
- International Student Program
- Student Success Centers
- Student Success Hubs
- Campus Life & Student Development
- Veterans Resource Center
- Health Services
- Mental Health Services
- TRiO Student Support Services
- TRiO Upward Bound Program
- TRiO Talent Search/Gateway Program
- First Time in College Course
- The Male Collaborative Support Program for Men of Color
- CalWorks

A review of student success and completion data has resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes and enhancing the student educational experience at the college through the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), and the Adult Education Block Grant (AEBG). In 2015, the College received a Title V Grant focused on reducing academic, procedural, and physical barriers to student success. The grant objectives and activities support and enhance institutional efforts to expand access to student support services.

[\(Link to each listed service\)](#)

Standard II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

As a comprehensive community college MJC provides a diverse array of athletics, extra-curricular,

and co-curricular programs that support the College mission to “transform lives through programs and services” through the provision of a “dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community.” These programs include:

- Men’s and women’s athletics
- Forensic Debate Team
- Agricultural judging teams
- Associated Student Government
- Student Leadership Programs
- Student clubs and organizations
- Guest speakers and presentations
- Cultural events

These programs enhance and support the undergraduate student experience on campus and expand academic instruction beyond the four walls of the classroom. These programs provide students with opportunities to compete locally, nationally and internationally. Athletics, extra-curricular, and co-curricular programs provide students with opportunities to acquire and exercise leadership skills, interpersonal skills, and increased cultural competence. [\(Link to mission/charge/ program review/philosophy/ or learning outcomes for athletics, campus life and 1 other program if we have them\)](#)

Student athletes are required to participate in mandatory orientations. Information presented at orientations include a review of the Student Code of Conduct as well as other regulations and standards related to participation in collegiate level athletics. [\(Athlete Code of Conduct\)](#) Student athletes are held to standards and criteria for GPA, unit load, and eligibility established by the California Community College Athletics Association, district policy, and the California Education Code. (CCCAA Criteria, [BP 5700 \(Intercollegiate Athletics\)](#) Annual reports submitted to the United States Department of Education, which showcase compliance with the Equity in Athletics Disclosure Act and CCCAA Criteria, are evidence of the integrity of the sound fiscal and educational practices of the athletics program. [\(Title IX EADA report and gender equity report, CCCAA Website\)](#)

College policies also establish standards for participation in Associated Student Organizations. [\(BP 5400 \(Associated Student Organizations\)](#) The Associated Student Government (ASG) is the representative constituent group for the student body at MJC. [\(AS constitution, bylaws, and handbook\)](#) YCCD Board Policy 5410 outlines guidance for Associated Student Elections. [\(BP 5410 \(Associated Student Elections\)](#) Elected students serve on College and District committees and work collaboratively with faculty, staff and administrators on issues related to the educational experience of students. The ASG also contributes to the social and cultural enrichment of the student experience by sponsoring campus-wide events, activities, and programs. (ASG board reports) In accordance with guidelines established by the California Community College Chancellor’s Office, YCCD Fiscal Services has established procedures and practices for the establishment and collection of fees, expenditures, and oversight of funds pertaining to the Associated Student Organization and student clubs. [\(BP 5420 \(Associated Student Finance - Fund\)](#)

Regular season intercollegiate athletic team events, as well as regularly scheduled competitive academic team events, are part of the instructional program of the college and are supported by

general funds, support from the college foundation, and fund raising efforts. Admission to events may be charged and retained by the sponsoring team or student group. All funds collected are managed in accordance with the guidelines established through district policies and fiscal control mechanisms.

Coaches, faculty, and staff with primary assignments related to Associated Student Organizations, student clubs, athletics, and competitive academic teams receive training to ensure compliance with policies, practices and procedures. All funds are subject to regular reviews and audits.

Analysis and Evaluation:

The College offers athletic, extra-curricular, and co-curricular programs to provide students with opportunities that align with the institution's mission and contribute to the social and cultural dimensions of the educational experience of students. Character development and academic success are core components of these programs, which reflect sound educational policy and standards of integrity. The College has policies, practices, and procedures in place to ensure the responsible stewardship over these programs, including program finances. Student participation in athletics, extra-curricular, and co-curricular programs include criteria for participation and adherence to the Student Code of Conduct.

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

Modesto Junior College enrolls approximately **xxxx** new first-time students and **xxxx** new transfer students each year. The 2015-2016 unduplicated headcount for the college was approximately **xxxxx** with an annual estimated FTES of 14,500. ([Link to data on IR webpage and CCCC Datamart](#)) As a comprehensive, open access, community college, MJC provides counseling, advising, and other education planning services to all enrolled students. ([Link to counseling webpage, Board Policy 5110](#)) Information, advising, and other education planning services are also provided to potential students within the scope of pre-enrollment and orientation services. Aligned with best practices and current research findings, the College is committed to assisting students to create a clear path from pre-enrollment and entry to their ultimate educational goal. ([Redesigning America's Community Colleges](#)) Fulfilling this commitment is the fundamental objective of counseling, advising, and educational planning services. As outlined in the Student Success and Support Program Plan (SSSP), the Comprehensive Student Educational Plan (CSEP) is a cornerstone of academic success. The CSEP is a holistic plan that keeps students focused by providing them with structured pathways and support services for the completion of an educational goal. The CSEP is individualized for each student, and

the plan illuminates how each course brings them closer to the completion of a degree, certificate, and any applicable transfer requirements. As of Fall of 2016, xx% of students who have completed 15 or more units have an CSEP. ([Link to SSSP plan and data reports, Board Policy 5050](#))

Student advising and educational planning services are provided in a variety of formats. To obtain priority registration, students must complete the initial orientation module, assessment for course placement, and an Abbreviated Educational Plan. ([Link to Board Policy 5055](#)) The AEP is a one-semester plan. The primary function of the AEP is to facilitate a student's initial enrollment into the college, provide an introduction to education planning, and initiate the process of student engagement. ([Link to AEP form](#)) MJC has a calendar of in-person workshops facilitated by counselors available year-round in order to help students build their AEPs. The counselor-led AEP workshops are highlighted and marketed to students as the preferred method of completing the AEP. ([Link to workshop schedule](#)) A key component of the AEP process is the incorporation of mechanisms that require students to schedule the completion of their CSEP prior to the completion of 15 units. ([Link to SSSP Plan](#))

In addition to course selection and educational planning, many community college students need assistance in transitioning to college and becoming actively engaged in the collegiate environment. The college utilizes evidence based best practices and current research findings as foundational elements in the planning and implementation of student success and support services. Current literature on community colleges and student success indicates that "intrusive student support" models increase retention and completion rates for community college students. These models include educational planning services and integrated support mechanisms with connection points inside the classroom and beyond traditional student services models. Additionally, it is essential that a variety of student success and student support services, tools, and resources be available and easily accessible through a variety of modalities for all students. Therefore, the College has developed Pathways Centers and Student Success Hubs across both campuses in order to engage students through success coaching models and deliver support services. The centers serve as one-stop service hubs, where students receive multiple services, including education planning, orientation, assessment services, and elements of career and transfer services.

The College delivers support and retention services that are co-aligned with instructional processes, aiming to go beyond practices of merely referring students to services that are separate from the learning experience. Through the Student Success and Equity Committee (SSEC) the College has utilized the Achieving the Dream framework and the Title V grant to leverage SSSP, SEP, BSI and AEBG initiatives to build institutional levers, infrastructure and capacity to promote and facilitate intensive student engagement. MJC has restructured the design and implementation of the student experience in order to make engagement a default characteristic of enrollment, utilizing counseling, advising and educational planning and support services as the loci of the College's student engagement strategy. ([Link to ATD Plan, Title 5 Grant, SSSP, SEP, BSI, SSEC charge/minutes](#))

Counseling services at the college include academic, career, and personal counseling, as well as coordination with the counseling aspects of other services to students. The delivery structures for counseling at MJC include: scheduled, individual appointments; online academic advising; group
50 V.9 - 3/9/17

workshops and presentations; walk-in and drop-in appointments; guidance, first-time in college, and student success course instruction (through online, traditional, full-term, short-term, and late-start modalities); Transfer Center services; Summer Bridge Programs; themed workshops; and follow-up engagement in person, via telephone, and through email and social media. ([Link to Counseling Webpages](#)) Counseling models and methodologies utilized at the College include: comprehensive counseling model (advising, career, and personal counseling); Proactive Group Counseling; EOPS caseload model (proven to be effective in retention, student success and transfer); Counseling Liaisons with Academic Departments; TRIO Student Support Services caseload model (emphasizes effective student engagement, retention and academic support); Robert's Seven Stage Crisis Intervention Model; Brief Treatment Model for personal counseling; and a Behavioral Intervention Team Model. ([Link to Program reviews for counseling, TRIO SSS, EOP&S assuming they outline models and methodology in the narrative of the reviews](#))

Incorporated into this holistic approach to student development and success, the College has identified key momentum points for counseling services, including: prior to and during initial registration and enrollment; completion of CSEP (15 units or third term of enrollment, whichever occurs first); 60 units (and award of degree, certificate or transfer); probation or dismissal status (regarding academic progress and financial aid); 75 and 90 units (excessive units without completion); any necessary contact mandated by program or grant requirements; and stressful life experiences, situations or circumstances that compromises the student's stability and ability to cope or function (crisis/precipitating factor or status/contextual change).

As indicated in and paraphrased from the 2012 ASCCC adopted paper, "The Role of Counseling Faculty in the California Community Colleges," and the Modesto Junior College Counseling Department Operational Plan (2013), advising focuses on giving students the information they need to reach their stated goals. ([Link to Counseling Operational Plan](#)) Advising focuses on giving information that is specific and factual. Materials that have been prepared in collaboration with counselors are provided and student questions can be answered. Advisors explain and clarify information for students and present their material in a manner sympathetic to the needs and situation of the student. Advising services at the College are provided by instructional faculty and Student Success Specialists. Faculty advisors respond to student requests for discipline-specific information, including: providing information that has been prepared in collaboration with counselors regarding majors, programs, career opportunities, and course selection in their disciplines; referring students to appropriate services; and mentoring students personally and academically.

In accordance with the recommendations of the Student Success Task Force, as well as best practices and current research findings, MJC is committed building connections with students to increase retention, course completion and success. Student Success and Support Program Specialists (3SP Specialists) take an active role in fostering and promoting student engagement and student success including identifying students that are struggling or at-risk. ([Link to SS Task Force recommendations; link to Growth Mindset and InsideTrack info](#)) Under appropriate direction 3SP Specialists may: use SIS data (i.e. GPA, course load, withdrawals, and late registrations) and information from faculty/departmental referrals to identify students who need extra support; track and

monitor students that are failing to make satisfactory progress and/or placed on probation or dismissal status; monitor and track students referred to academic support services to make sure they are using the support services as recommended; organize and run mentorship program case management workshops; recruit, interview and match mentors and mentees; devote time and careful attention to mentoring new students during their first-year in college, as well as those students on probation and those returning from suspension or dismissal; work with counselors and teaching faculty to monitor students on a caseload basis allowing the college to monitor students for "at-risk" behaviors; identify students who are at risk for failing a course or multiple courses or at risk for withdrawing from a course or the college; provide referrals for support services such as tutoring, academic counseling, and/or behavioral counseling as deemed necessary and appropriate; provide assistance and information during pre-enrollment, enrollment and registration processes (such as reviewing important dates and deadlines, how to read a class schedule, or how to navigate an enterprise software system); assist students in scheduling classes from an approved abbreviated or comprehensive student education plan developed through collaboration from counseling faculty; refer students to campus offices and services; maintain a repository of off campus services and resources that may be beneficial to students; provide information about program requirements from materials that have been prepared in collaboration with counselors or instructional faculty; disseminate assessment and placement test results under the guidance and direction of counseling; provide on-line assistance with pre-enrollment, enrollment, registration processes, information regarding programs and services, and assistance in using reference materials or electronic records systems; facilitate and support student engagement and success activities in collaboration with counseling faculty, instructional faculty, other college staff and/or college administrators; update, design, write, develop appropriate websites, on-line materials, brochures, publications, manuals, and forms; assist with community outreach and K-12 partnerships; and coordinate tours of universities or local businesses or industry. The College has hired a Student Success and Support Coordinator that supervises the 3SP Specialists as part of the counseling, advising, and educational planning services provided to students. ([link to Specialists position description](#))

Counselors, Specialists, and student services administrators participate in professional development opportunities, including: First Year Experience Annual Conference; On Course training workshop; Online Teaching Conference; Mental Health/Behavioral Intervention Team; Center for Urban Education Academy; Growth Mindset theory and practice conferences; Disney Institute Customer Service Training; MJC Faculty Retreats; CSU and UC Counselor Conferences; Career Technical Education trainings; and Students with Disabilities conferences.

Analysis and Evaluation

The College offers holistic, comprehensive counseling and advising programs that assist students from the initial point of contact during outreach through the completion of a degree, certificate and/or transfer. Counseling and advising services ensure that students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Counseling services and resources are available for student enrolled in Distance Education and non-credit courses as well. In the 2014-15 academic year 10,898 non-exempt students received counseling/advising services. In

the 2014-15 academic year 8,541 non-exempt students received education planning services. Of the 8,541 students receiving education planning services, 3,061, received Abbreviated Education Plans, 4,354 received Comprehensive Education Plans. 1,126 received both Abbreviated and Comprehensive Education Plans.

The College prepares counseling faculty and other personnel providing advising services by providing a robust menu of professional development opportunities specifically focused on student engagement, counseling, and advising. Counseling faculty and Specialists attend specialized training focused on transfer, career technical education, veterans, international students, student athletes, EOP&S, TRiO, CalWorks, DSPS, etc.

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard:

Modesto Junior College adheres to YCCD Board Policy 5010, which specifies the policy and procedure for admission to the College. Furthermore, through the work of several statewide initiatives, the College evaluates how the student population reflects its service area, and whether or not there are equity gaps that need to be addressed (access, assessment and placement, course and degree completion, and transfer velocity).

While YCCD Board Policy 5010 specifies the policy and procedure for admission to the College, the Admission and Records website further explains admission requirements and the matriculation process to prospective students. Access to the College is available for “any person over the age of 18 and possessing a high school diploma or its equivalent.” Furthermore, the YCCD Board Policy 5010 delineates that the College is able to admit provisional, special admittance and apprentice students, as well as international students. For programs that have additional admissions requirements, processes are in place to minimize bias and to make fully available policies to prospective students. For example, the College has the following programs that demonstrate additional admissions requirements:

- Associate Degree in Nursing
- Baccalaureate in Respiratory Care

The College has dedicated outreach to high schools, deploying Student Success Specialists to feeder high schools each year to help prospective students apply, complete orientation, take assessment exams, finalize federal financial aid information, and--along with counselors--complete abbreviated education plans (AEP). The College subsequently hosts two New Student Days on select Saturdays in the Spring, when students can enroll in classes with their AEPs, or if they need more matriculation help, and over 150 MJC employees are on site to help with prospective student needs.

The College is dedicated to making sure students are on a clear path to completing their educational goals. The College maintains two Pathways Centers--one on each campus--that are dedicated to delivering just-in-time core services to students (orientation, assessment, educational planning, and support and follow up services). The Pathways Centers employ: Student Services Representatives, who can help with admissions, records, and financial aid information; Student Success Specialists, who can help with orientation, assessment, follow up, and student coaching; and faculty counselors, who assist in educational planning and other follow up services. These comprehensive centers are designed to meet students "where they are," with immediate drop-in services available, in order to give prospective and continuing students clarity, support, and direction to meet their degree, certificate and transfer goals.

Prospective and continuing students consistently receive information and assistance to remain on track to complete their educational goals. Pathways for all certificates, degree and transfer opportunities are available through the College website, the College Catalog, the Counseling Department, the Career and Transfer Center, and the Pathways Centers. The College has also been working on the implementation of an online educational planner through the statewide Education Planning Initiative, and the Hobsons Starfish and Degree Planner is scheduled to go live in Fall 2017. This service will aid in face-to-face and online counseling, as well as in courses and workshops, as students will be able to access their educational plan and their schedule, as well as to make any necessary changes, through a new online student portal.

Analysis and Evaluation

The College is committed to ensuring that admissions criteria--both policy and procedure--is followed and understood by prospective students. The College has developed a comprehensive system to do outreach to local high schools and inreach to current students to ensure that services for orientation, financial aid, assessment, educational planning, and follow up services are available for drop in and appointment through Pathways Centers and the Counseling Department. The College evaluates how the general student population reflects the service area community, and aims to close equity gaps for access, assessment and placement, course and degree completion, and transfer velocity. The College has also made great strides in educational planning technology, with the implementation of a live educational planning platform, complete with an early alert system, scheduled to go live in 2017.

Standard II.C.7

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

Evidence of Meeting the Standard:

The college uses Accuplacer as an assessment instruments to assist with placement in English, Reading, English-as-a-Second Language, and Math courses. This assessment instruments are on the List of Approved Assessment Instruments (Title V 55521(a) and are all used to place students in Math, English, or ESL (Title V 55521(b). They have all been validated for appropriate cut scores, disproportionate impact, and content validity (Matriculation Research; Assessment Validation Studies: Math, English, ESL/Other: Disproportionate Impact). Continued and periodic validation studies on cultural bias and sensitivity, content validity, and cut score determination are performed approximately every five years to determine if the instrument is viable for the intended curriculum. 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.).

Faculty are very involved in placement practices and consider alignment of courses when making curriculum changes or when developing new courses. Faculty follow the requirements of the District Model Policy on Prerequisite Validation when establishing or renewing prerequisites and corequisites (document) at the Curriculum Committee. Courses must be reviewed and approved every 5 years according to the Curriculum review matrix.

In 2015-2016 Modesto Junior College expanded the range of assessment instruments available to students. The college is actively implementing multiple measures by adopting the California State University (CSU) standards of accepting ACT, SAT, English Placement Test (EPT) scores and/or Entry Level Math (ELM) scores, and EAP scores that place students in college-level English and/or math courses. Additionally, the college adopted the CSU, EAP score of "Conditionally Ready" placement in college-level English and/or math courses; meaning a student must complete a senior year-long English and/or math course with a grade of "C" or better. As of academic year 2016-2017 Modesto Junior College is expanding multiple measures to include CLEP (need to indicate what exams – waiting to hear from Jillian and Laura) and cumulative high school GPA of 2.6 for English placement, and 3.00 GPA for Math placement.

Analysis and Evaluation:

These measures will provide greater flexibility and more accurate student placement. These measures include in-person/on-ground, computer-based assessment, using Accuplacer and EAP scores that place students into college-level math and/or English, following the CSU model. Students with a processed admissions application may submit ACT or SAT scores for placement; scores combined with a completed senior-class level math and/or English class; or take a placement test in the Assessment Center.

(Links: Multiple measures meet the requirements of title 5, sections 55502 and 55522:
<https://govt.westlaw.com/calregs/Document/I5D6FE40027D811E3A241A8038D8BCC68> Testing:
<https://www.mjc.edu/studentervices/enrollment/testing/index.php> Multiple Measures:
<https://www.mjc.edu/studentervices/enrollment/testing/multiplemeasures.php>)

Standard II.C.8

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.

Evidence of Meeting the Standard:

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 Policy 5040 responds to the FERPA regulations and advises college on the definition of student records as well as guidelines to release student records.

Student Records and Privacy Act

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

- * Academic Records Regulations (requirements notifying the faculty and staff responsibilities to maintain the privacy of student records)
- * The Student Records and Privacy Act (explains to students their rights with regards to inspecting and accessing their records)
- * Disclosure of Student Records (explains to faculty, staff, and students under 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 and provides examples of what and what not to do.

Analysis and Evaluation:

Student Services staff are well trained on the privacy of student records and are well aware of the information that can and cannot be released. If anything, we are probably too conservative on the release of information. Staff understands the serious ramifications about release of information.

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 about FERPA regulations and these workshops also provide Case Studies that emphasize the real situations that they are faced with on a daily basis.