

Substantive Change Proposal

**A Proposal to Offer Fifty Percent or More of Degree Requirements Through Distance
Education**

Prepared and submitted by

Dr. Keiko Kimura

Duncan W. Graham, ALO

To:

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

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A. Concise description of the proposed change and the reasons for it

1. A clear and concise description of the change

San Jose City College is submitting a Substantive Change Proposal to offer 50% or more of courses comprising 46 degrees and twenty-two certificates through distance education modality. This is a broad interpretation of substantive change in that the 50% threshold is crossed due to the number of general education (GE) offerings that can be met online at San Jose City College. Each of these programs represents a change in delivery mode that involves a significant departure from prior offerings in that 50% or more of each degree or certificate can be taught through distance or electronic delivery.

This substantive change in degrees is due to the fact that a critical threshold of the College's general education core is currently being offered online, as opposed to expansion of distance education offerings in specific majors. Students wishing to complete their GE requirements at San Jose City College must complete 8 courses and 24 units (Associate of Science) or 16 courses and 39 units (Associate of Arts). In combination with any degree's identified core courses and electives, regardless of the mode of their delivery, a program will fall into the 50% category because of the number of GE courses offered in distance education format.

The twenty certificates that fall into the 50% category are due to specific planning on the part of faculty. Delivery through distance education formats was undertaken because of faculty deliberations and conversations about increased accessibility and flexibility for working students, methods of instruction, enrollment trends, and appropriateness of subject matter for distance education delivery. In all cases, certificates that can be completed over 50% online are within areas that have demonstrated robust program vitality, per the program review process. All courses offered for these certificates were proposed by department faculty and were vetted through curriculum processes that consider pedagogy, human resources, financial and physical space limitations, as well as administrative oversight and student need.

This proposal represents the College's effort to clarify the reported status of its courses offered in distance education format that impacts the certificates and degree programs to date. Our desire is to ensure that the College is in compliance with Commission policies. Therefore, we request that we may continue to offer the courses and programs as delineated below.

2. Evidence of clear relationship to the institution's stated mission

The College's mission statement is as follows:

The Mission of San Jose City College is to effect social justice by providing open and equitable access to quality education and programs that both challenge and prepare individuals for successful careers and active participation in a diverse, global society. To fulfill our commitment

to student success and assist students of all ages and background in achieving their education, employment, and life-long learning goals, SJCC offers the following:

- Two year college degrees and certificates
- Lower-division transfer and general education courses
- Basic skills and English as a Second Language instruction
- Career and technology training

All changes listed in this proposal involve an Associate Degree for Transfer, Associate of Arts (A.A.) or Associate of Science (A.S.) degree or certificates including career and technical education, and thus directly relate to the college's commitment to its community. Located in the heart of Silicon Valley, San Jose City College aims to serve a diverse population of students that range from high-tech professionals to those who are aiming to learn English as their new language. Although our online offerings include students outside our service area, 85% of our distance education student population resides in our local district. Of our total student population, 45.69% indicate a desire to transfer to a four-year colleges or university, complete an A.A. or A.S. degree, and/or complete a certificate (see Document 1), making it a necessity for the college to prepare students not only in the discipline content of their chosen major, but also in the technical skills needed to navigate higher education and careers in a variety of modalities. Further, many of our students have fulltime jobs and support families. As a result, in an effort to accommodate students' competing priorities of work, family and education, and to prepare students for the high tech world and to also serve those who are seeking competitive learning modalities to further their career track, the College has deliberately expanded its offerings to encompass distance education. In this way we seek to fulfill our mission to better serve our students by providing a flexible alternative to further their academic goals.

In addition, the College's Distance Education Committee has its own mission that is aligned with that of the College and speaks to the school's desire to contribute to the quality and growth of distance education offered by the campus (see Document 2).

3. Discussion of the rationale for the change including but not limited to labor market analysis

The expansion into online offerings that lead to degrees, transfer, and certificate completion will allow the College to better provide educational opportunities to students in and beyond our service area. In prior years, students who have been challenged by work/family obligations or geography have been denied opportunities to pursue higher education; these obstacles have now been greatly reduced.

After an initial growth in demand for online coursework, the demand has leveled off in recent years very likely related to the state funding cuts in 2011 which negatively affected enrollment overall for the College. Current distance education enrollment remains at a headcount of 2652 students (see Table 1 or Document [3](#)), or 642.06 FTES, per the California Community Colleges Chancellor’s Office Management Information Systems Datamart (see Document [4](#)).

Table 1. 2012- 2015 Distance Education Enrollment for SJCC

	2012- 2013	2013- 2014	2014- 2015
	N	N	N
Course/Sections			
Courses	35	33	33
Sections	86	79	79
Enrollment			
seat counts	2980	2667	2652
headcount	2979	2667	2652
Demographics by Head Count			
Gender			
Female	1905	1706	1662
Male	1068	957	984
Person Age Band			
< 18	0	0	13
18-20	25	78	219
21-25	937	967	1016
26-30	830	692	605
31-40	710	538	462
41-50	288	249	212
51-61	161	119	105
62-65	19	16	10
66-67	5	2	3
68+	3	6	6
Unknown	1	0	1

Data Retrieved from CROA 3/3/2015

In keeping with our understanding of students’ interests in technology in relation to age, SJCC has experienced an increase in distance education course-taking patterns amongst the under 18 to 20 years of age. As a result, the College interprets this as an area of potential need for

growth as this age range matures and expands over time. The average semester headcount enrollment has been 2766 over the past three years. The average number of students per online section is 28.31 for Fall 2014 (see Document [5](#)).

Labor market figures continue to be an important deciding factor for career technical education programs and are included in each program review. Information regarding gainful employment for each of the College's certificate programs can be found on the Gainful Employment Disclosure Report, which can be located on the College's website (see Document [6](#)).

As described earlier, all certificates in which 50% or more of the courses can be taken online are offered in areas with demonstrated program viability, per advisory committee consultation, the curricular review and program review process.

Current labor market data for the Santa Clara County area indicate that occupations requiring an associate's degree with the fastest projected employment and greatest growth through 2022 are anticipated in the following areas (see Document [7](#)):

Requiring Associate's Degrees:

Web Developers
Medical and Clinical Laboratory Technicians
Respiratory Therapists
Registered Nurses
Medical Equipment Repairers

Requiring Bachelor's Degrees:

Operations Research Analysts
Software Developers/Applications
Market Research Analysts & Specialists
Database Administrators
Biomedical Engineers

SJCC remains committed to providing educational services that meet the current and anticipated workforce demand. Given that our service area includes a significant proportion of professionals with fairly sophisticated technical skills, it is imperative that our instruction is offered in formats that prepares students for on-the-job demands. In all cases, programs and certificates offered in which distance education formats are available demonstrate robust enrollment and program viability leading to industry-appropriate skills.

B. A description of the program to be offered if the substantive change involves a new educational program, or change in delivery mode

1. The educational purposes of the change are clear and appropriate

The majority of the programs listed in this proposal are not new to the College; therefore the substantive change pertains strictly to a change in the mode of delivery of general education courses that allow a student the opportunity to exceed the 50% threshold. Per college procedures, the Institutional Policy on Curriculum Committee (IPCC) reviews each certificate and degree. Once approved by the IPCC, the certificate or degree is then forwarded to the Academic Senate, followed by the San Jose Evergreen Community College District Board of Trustees for final approval. Degree and certificate requirements are in traditional face-to-face formats as well as in distance education modality. Courses, regardless of delivery mode, have a common course outline of record, student learning outcomes, and methods of assessment (see Document 8). In addition, courses put forward with the intention to deliver them in distance education format, are required by Title 5 § 55206 to also have an updated and approved Distance Education Supplement Form on record that addresses:

- The manner in which content is delivered
- Examples of how methods of evaluation are accomplished
- Accommodations available for students with disabilities

Further, the Distance Education Supplement Form at SJCC is housed in CurricUNET and serves to assure stakeholders that regular effective contact is taking place between student and teacher and upholds that it is the responsibility of the instructor to initiate regular contact with registered students in order to verify their participation and performance status (see Document 9).

The complete list of College degrees covered in this Substantive Change Proposal can be found on the College website (see Document 10). The complete list of College certificates covered in this Substantive Change Proposal are provided below (see Table 2):

Table 2. 2015- 2016 San Jose City College State-Approved Certificates of Achievement Offered at 50% or More in Distance Education Format

Certificate Title	Course Prefix	Course Number	Units	Online	Hybrid	% of courses offered online
Accounting - Level 2						57.1%
	ACCTG	20	5		x	
	ACCTG	21	5		x	
	ACCTG	30	3			
	ACCTG	97	3			
	BUS	007A	3			
	CIS	41	3	x		
	Approved Electives (BUS 008 and BUS 025)		2		x	
AJ: Judicial Administration - Level 2						100.0%
	AJ	125	3	x		
	AJ	126	3	x		
	AJ	127	3		x	
	AJ	128	3	x		
	AJ	129	3	x		
	AJ	131	3		x	
	AJ	132	3		x	
	AJ	133	3		x	
	BUS	8	3		x	
AJ: Judicial Administration - Court Management - Level 2						100.0%
	AJ	127	3		x	
	AJ	128	3	x		
	AJ	131	3		x	
	AJ	132	3		x	
	AJ	133	3		x	
	BUS	8	3		x	
AJ: Judicial Administration - Supervision/Lead - Level 1						100.0%
	AJ	127	3		x	

	AJ	128	3	x		
	AJ	131	3		x	
	BUS	8	3		x	
AJ: Judicial Administration - Court Operations - Level 1						100.0%
	AJ	125	3	x		
	AJ	126	3	x		
	AJ	128	3	x		
	AJ	129	3	x		
AJ: Judicial Administration - Court System Basics - Level 1						100.0%
	AJ	127	3		x	
	AJ	128	3	x		
	AJ	132	3		x	
	Choose one course from below:					
	AJ	125	3	x		
	AJ	126	3	x		
	AJ	129	3	x		
Business: Entrepreneurship - Level 2						50.0%
	BUS	68	3			
	BUS	71	3			
	BUS	82	3		x	
	BUS	120	3			
	CIS	41	3		x	
	Choose one of the below courses:					
	ACCTG	20	5		x	
	ACCTG	101	3			
Business: Entrepreneurship - Level 3						70.0%
	BUS	68	3			
	BUS	71	3			
	BUS	82	3		x	

	BUS	120	3			
	CIS	41	3		x	
	Choose one of the below courses:					
	ACCTG	20	5		x	
	ACCTG	101	3			
	Choose 12 - 14 units from the below courses:					
	ACCTG	21	5			
	BUS	112	3		x	
	BUS	113	3		x	
	BUS	124	3		x	
	BUS	126	3			
	BUS	135	3		x	
Business: Management - Level 2						83.3%
	BUS	71	3			
	BUS	82	3		x	
	BUS	113	3		x	
	BUS	135	3		x	
	CIS	41	3		x	
	Choose one of the below courses:					
	ACCTG	20	5		x	
	ACCTG	101	3			
Business: Management - Level 3						70.0%
	BUS	71	3			
	BUS	82	3		x	
	BUS	113	3		x	
	BUS	135	3		x	
	CIS	41	3		x	
	Choose one of the below courses:					
	ACCTG	20	5		x	

	ACCTG	101	3			
	Choose 12 - 14 units from the below courses:					
	ACCTG	21	5			
	BUS	68	3			
	BUS	112	3		x	
	BUS	120	3			
	BUS	124	3		x	
	BUS	126	3			
Business: Marketing - Level 2						66.6%
	BUS	71	3			
	BUS	82	3		x	
	BUS	112	3		x	
	BUS	120	3			
	CIS	41	3		x	
	Choose one of the below courses:					
	ACCTG	20	5		x	
	ACCTG	101	3			
California State University (CSU) GE - Level 3						82.0%
	See list of courses highlighted on CSU GE sheet		39			
CIS: Computer Programming - Level 2						100.0%
	CIS	41	3		x	
	CIS	54	3		x	
	CIS	55	3		x	
	CIS	59	3		x	
	CIS	84	3		x	
	CIS	73	3		x	

CIS: Computer Programming- Level 3						90.0%
	CIS	41	3		x	
	CIS	54	3		x	
	CIS	55	3		x	
	CIS	59	3		x	
	CIS	84	3		x	
	CIS	73	3		x	
	CIS	157	3			
	Choose an additional 9 unduplicated units from below courses:					
	CIS	014A	3		x	
	CIS	17A	3		x	
	CIS	17B	3		x	
	CIS	17C	3			
	CIS	17D	3			
	CIS	17E	3			
	CIS	18A	3			
	CIS	18B	3			
	CIS	18C	3			
	CIS	18D	3			
	CIS	20	3			
	CIS	20A	3		x	
	CIS	22	3	x		
	CIS	23	3	x		
	CIS	23A	3	x		
	CIS	24A	3	x		
	CIS	24B	3	x		
	CIS	24C	3	x		
	CIS	36	3	x		
	CIS	41	3		x	
	CIS	47	3	x		
	CIS	54	3		x	
	CIS	55	3		x	
	CIS	59	3		x	
	CIS	60	3			
	CIS	62A	3			
	CIS	62B	2			

	CIS	62C	2			
	CIS	68	3			
	CIS	73	3		x	
	CIS	84	3		x	
	CIS	98	.5 - 9			
	CIS	157	3			
	CIS	158	3			
CIS: MCSA - Level 2						66.6%
	CIS	017A	3		x	
	CIS	017B	3		x	
	CIS	017C	3			
	Choose one course from below:					
	CIS	017E	3			
	CIS	68	3			
	Choose an additional 6 units from below:					
	CIS	014A	3		x	
	CIS	41	3		x	
	CIS	062A	3			
	CIS	062B	2			
	CIS	062C	2			
	CIS	73	3		x	
CIS: MCSE - Level 2						57.1%
	CIS	017A	3		x	
	CIS	017B	3		x	
	CIS	017C	3			
	CIS	017D	3			
	Choose one course from below:					
	CIS	017E	3			
	CIS	68	3			

	Choose an additional 6 units from below:					
	CIS	014A	3		x	
	CIS	41	3		x	
	CIS	062A	3			
	CIS	062B	2			
	CIS	062C	2			
	CIS	73	3		x	
CIS: General Networking - Level 1						60.0%
	CIS	14A	3		x	
	CIS	17A	3		x	
	CIS	17B	3		x	
	CIS	18A	3			
	CIS	157	3			
CIS: Web Developer - Level 2						66.0%
	CIS	20	3			
	CIS	22	3	x		
	CIS	23	3	x		
	CIS	41	3		x	
	CIS	60	3			
	CIS	84	3		x	
CIS: Web Developer - Level 3						83.3%
	CIS	20	3			
	CIS	22	3	x		
	CIS	23	3	x		
	CIS	41	3		x	
	CIS	60	3			
	CIS	84	3		x	
	CIS	014A	3		x	
	CIS	020A	3		x	
	CIS	023A	3	x		
	CIS	024B	3	x		
	CIS	47	3	x		

	Choose one course from below:					
	CIS	024A	3	x		
	CIS	024C	3	x		
Early Childhood Education - Level 2						55.5%
	ECE	101	3		x	
	ECE	102	3		x	
	ECE	103	6			
	ECE	104	2			
	ECE	105	3			
	ECE	107	3		x	
	ECE	108	3		x	
	ECE	109	2			
	FCS	70	3		x	
IGETC - Level 3						89.1% - 97.0%
	See list of courses highlighted on IGETC sheet	IGETC for UC		34		
		IGETC for CSU		37		
Real Estate - Level 2						71.4%
	REST	122	3	x		
	REST	124	3			
	REST	125	3	x		
	REST	126	3	x		
	Choose one course from below:					
	ACCTG	20	5	x		
	ACCTG	101	3	x		
	REST	128	3			

	Plus choose 6 units from either the preceding or from the following:					
	BUS	71	3			
	REST	127	3			

2. The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies (together Commission’s Standards) related to student learning programs and services and resources

The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies related to student learning programs and services and resources, as described in Sections F and G of this proposal.

C. A description of the planning process which led to the request for the change, including:

1. The change's relationship to the institution's planning, evaluation, and stated mission

This substantive change proposal reinforces the institution's planning, evaluation, and stated mission by increasing accessibility of our general education courses to students. The flexibility of distance education removes barriers that might otherwise prevent our students from pursuing degrees and/or certificates consistent with their academic goals. Distance education also fulfills the college's mission to prepare students for successful careers through exposure and use of a technology medium to learn, interact with others with diverse backgrounds, and advance their skills in a chosen degree or certificate.

All courses, including courses offered in distance education format, continue to be evaluated through the College's established student learning outcome assessment processes. Results of these assessments are recorded and tracked in the College's database housed in TracDat (see Document 8).

2. The assessment of needs and resources which has taken place

As stated previously, this substantive change proposal relates to the fact that the 50% threshold for the College's general education offerings has been surpassed. This substantive change, therefore, does not significantly affect resources for the college, since the change came about through online expansion of the general education cadre of courses, most of which are lecture-based courses requiring very little to no additional equipment or physical space demands/changes.

The College does remain committed to resource allocation to support the learning management system, Moodle. The District office provides online and telephonic technical support for its use to students, faculty, and staff. In addition, the College continues to renew its subscription to turnitin.com, in an effort to support the academic integrity of submitted student work. In addition, financial and human resource needs are being appropriately met through current funding formulas and in fact is lessened when physical classroom space is eliminated as a factor.

However, there are a number of avenues by which assessment of needs and resources for distance education is taking place. Through the College's curriculum approval process, a great deal of scrutiny is given to courses being proposed for delivery in distance education format, to ensure appropriateness of content to be delivered and that sufficient resources are available to support the successful delivery of the course.

The College's program review process is another method by which needs assessment takes place at the course and department level. Discussions of success and retention of students enrolled in specific courses, both in face-to-face and online delivery modalities are included in each department's program reviews. Where a gap is perceived to occur, the department is invited to request resources to help address concerns through program review (see Document [11](#)).

The SJCC Distance Education Committee is also involved in the assessment of needs and resources for distance education for the campus. As an example, in its 2014-15 annual assessment of resources, the Distance Education Committee realized that to ensure quality instruction and effective delivery in the online modality required greater oversight and time dedicated to distance education. In addition, with the advent of the Online Education Initiative and the State Chancellor's Office decision to move to Canvas as the chosen learning management system, the College needed to expend more resources into keeping the institution abreast of the latest trends in technology through active participation at the state level. As a result, the Committee proposed that the faculty Distance Education Coordinator position be increased from a historically 40% assignment to a 100% assignment focused on distance education (see Document [12](#)). This proposal was forwarded by the Academic Senate and supported by the administration, and the change was made to the assignment, effective academic year 2015-16 (see Document [13](#)).

Another staffing change related to needs assessment came about in 2013, when the Chancellor, directed by the Board of Trustees, embarked on an organizational redesign process that included all entities of the district: San Jose City College, Evergreen Valley College, the Workforce Institute, and the District Office. This process was initiated at a strategic planning retreat where leadership from all areas of the colleges were in attendance and involved an evaluation of services and programs across all areas and input with feedback sought at all levels of the campus. Each college was tasked with developing its ideal total work environment as it related to faculty, staff, and administrators.

As a result of this process, one of the many recommendations brought forward by the SJCC college president was to develop an administrative position, specifically the Dean of Library, Learning Resources and Distance Education that would include within its scope of responsibility the distance education programs offered on the campus. A job description was developed in collaboration with all constituency groups as well as the Distance Education Committee. A final review was completed in early September and the position was posted on October 9, 2015 (see Document [14](#)).

3. The anticipated effect of the proposed change on the institution

This substantive change proposal aims to improve access for SJCC students looking to complete their general education or certificate courses to achieve their educational goals. As a result, the anticipated effect of this change will be an increase in degrees and certificates earned at San Jose City College.

4. A clear statement of the intended benefits that will result from the change

With the increase in flexibility to complete certificate and degree requirements, the intended benefits include an anticipated increase in degrees and certificates awarded. In addition, the expansion into distance education modality provides an opportunity for faculty to seek training for a novel way to provide instruction and reach students. This opportunity will likely result in a more engaged body of faculty.

5. A description of the preparation and planning process for the change, i.e., when will the change go into effect

The planning for this change into distance education offerings has evolved over time. Online offerings have been increasing naturally over the past decade. In combination with the large and frequent turnover in administration, the very recent review of course, certificate and degree offerings revealed that the earning of certificates and degrees in distance education modality came to our attention.

In charting out the offerings that are offered in DE modality, we came to discover that students enrolling in the GE pattern may reach the 50% threshold.

D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

1. Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available

Student support services at SJCC meet the learning and development needs of its students. This practice is codified in Board Policy 5000 (see Document 36). Programs and services are published in the college catalog and website. Students enrolled in distance education courses receive adequate and reasonable access to services that support their educational needs. Via online access, students can apply to the College, apply for financial aid, register and withdraw from classes, purchase textbooks, contact a counselor, complete orientation, petition to graduate, and receive tutoring for reading and writing online.

The SJCC library also supports student learning, regardless of mode of delivery (see Document 15). All students have access to physical resources that include 64,669 books and AV materials and 60 magazine subscriptions. SJCC students also have access to an open computer lab as well as ten group study rooms in addition to 53,346 square feet of quiet learning space for students to achieve their educational goals. With respect to online supports, the library also maintains subscriptions to approximately 75 online databases that provide access to full-text articles from peer-reviewed journals and 538 e-books. Students may also call or email the librarian for reference help during open library hours (Monday through Thursday, 8:30am to 7:00pm and Friday, 8:30am to 2:00pm).

2. Sufficient and qualified faculty, management, and support staffing

The College is committed to excellence in teaching and this applies to online education as well. The College remains in compliance with respect to its Faculty Obligation Number (FON) and thus employs sufficient faculty to teach its courses. All faculty recruited to teach at SJCC are required to meet the minimum qualifications for discipline, per the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook.

Support staffing for distance education is met through district-supported means. Moodle Support for students and faculty is maintained by the District's ITSS helpdesk, an online and telephonic support service. The District also employs a Lead Application Analyst, who is a Moodle administrator and serves as a second line of technical support for the learning management system. Finally, the District also provides a campus-based researcher who is housed at SJCC and is tasked with providing the data needed to appropriately evaluate achievement in the distance education program.

In 2014-15, the Distance Education Committee identified a need for increased faculty support to coordinate efforts related to distance education. The committee recommended an increase in reassigned time to 100% be made to the Distance Education Coordinator position for the campus. This recommendation was approved by the Academic Senate and supported by administration. Consequently, the Distance Education Coordinator for 2015-16 is a position associated with 100% reassigned time and a job description (see Document [16](#)).

In the District's 2013 redesign process, the College identified a need for an administrator position that could include distance education as part of its oversight responsibilities. The Dean of the Library, Learning Resources and Distance Education position was then created and was posted on October 9, 2015 (see Document [14](#)).

3. Professional development for faculty and staff to effect and sustain the change

The College recognizes the importance of professional development for faculty and staff to effect and sustain an effective distance education program. Both the Distance Education Coordinator and Professional Development Coordinator offer workshops for introductory to advanced users of the College's learning management system, Moodle throughout the year. In addition, these two faculty, along with other faculty who are trained and experienced in online pedagogy, provide group instruction and one-on-one support related to online pedagogy (see Document [17](#)). The College website also provides guidance to faculty on best practices and principles related to distance education (see Document [18](#)). Finally, there are breakout sessions related to distance education learning and teaching at each Professional Development Day at SJCC (see Document [44](#)).

For faculty interested in pursuing training beyond the College, funds are available through the Professional Development Committee as well as the Basic Skills Initiative Committee and Perkins to pursue certificates in distance education, desktop webinars, training courses for teaching online, and self-paced training through the @ONE Project and/or other educational institutions (see Documents [19](#), [20](#), [47](#), [48](#)).

The Distance Education Committee is also committed to seeking out and promoting professional development opportunities to the College at large.

4. Appropriate equipment and facilities, including adequate control over any off-campus site

This substantive change does not necessarily impact a change in equipment or facilities, nor does it affect any off-campus site. However, the College is committed to providing the appropriate resources needed to run an effective and high quality distance education program.

With respect to infrastructure upgrades, the College is investing over \$2.5 million to revamp the network infrastructure, which includes the firewall, wired network and wireless network. All wired switches in the College's data center and IDF rooms are on schedule to be replaced. Firewalls are installed physically and the work has begun on this configuration. When finished, the College will have approximately 474 wireless access points installed. The completion of this upgrade will signal an anticipated improvement that will positively impact student programs and the learning experience for students.

5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The College is in possession of sustainable fiscal resources to help support the distance education program. The district supports all staff-level support as it relates to instructional technology of the learning management system and research. Further, there are adequate personnel in place to support robust and continued growth. The College has had in place a Distance Education Coordinator since 2013, a position that is currently at 100% reassigned time (see Documents [12](#), [13](#)). The addition of a Dean of the Library, Learning Resources and Distance Education ([see Document 14](#)), is also included in the District's redesign plan for growth and maintenance.

6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds

The San Jose-Evergreen Community College District has for two years maintained its status as a basic aid district, which has enhanced the overall district budget by 8%. Through the redesign process the College then identified the use of these additional funds for new positions, such as the Dean of Library, Learning Resources, and Distance Education as well as the increase in faculty reassigned time. Currently, there is no significant fiscal impact to continuing online classes, aside from these two positions.

7. A plan for monitoring achievement of the desired outcomes of the proposed change

The College is currently focused on providing a quality education to students, regardless of modality. With respect to distance education, there are some support pieces that are now in place to meet this goal. The addition of a campus based researcher has allowed the College to have better access to data as it relates to distance education. This information is critical to the functioning of the Distance Education Committee, which is tasked with monitoring the desired outcomes of all distance education. With the recruitment of the Dean of the Library, Learning Resource and Distance Education, monitoring of our goal to provide a quality education will be housed under this dean position.

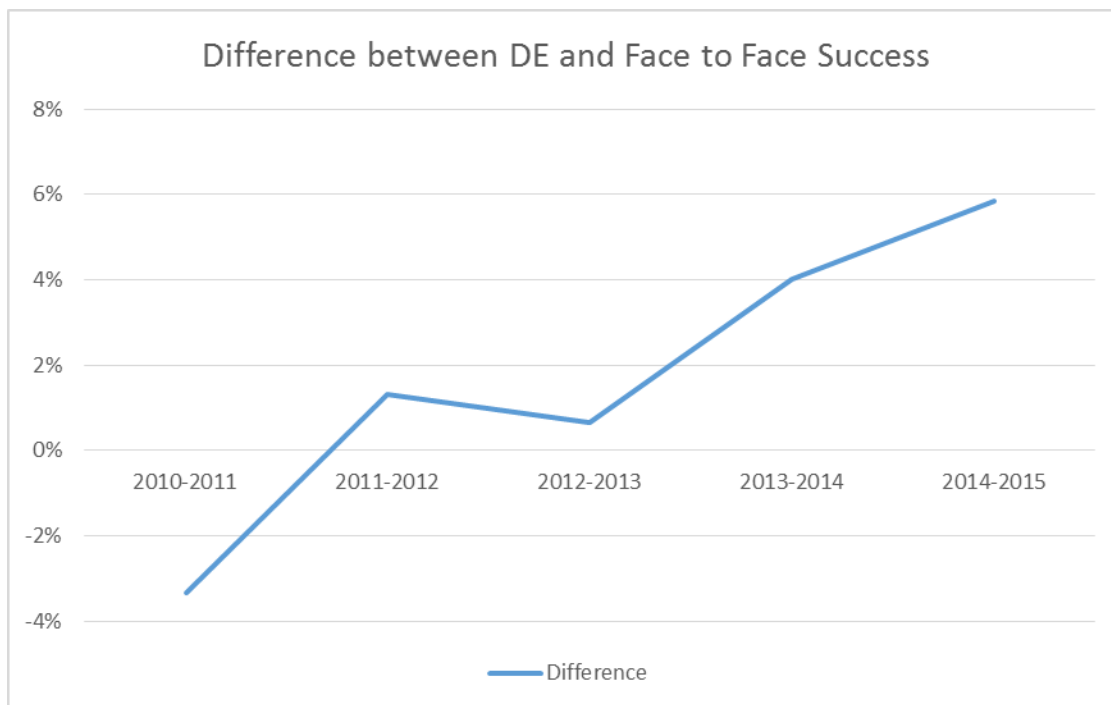
8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion

The evaluation and assessment of student learning outcomes, achievement, retention, and completion of distance education courses is embedded within the regular SLO assessment process adopted by the College (see Document [21](#)). Results and recommendations related to assessment are reported in the College's reporting tool, TracDat (see Document [8](#)). In addition, cumulative reporting of SLO assessment is included in the College's program review process (see Document [22](#)). Departments are expected to complete annual program reviews, with a comprehensive program review due every fourth year (see Document [23](#)).

Student achievement, retention, and completion are also critical to student success. To that end, the College regularly seeks out information regarding how students enrolled in DE courses are faring in comparison to their classmates receiving traditional face-to-face instruction at the College's physical space. The following data was procured by the campus researcher and disseminated to the Distance Education Committee, as well as individual deans.

Table 3. 2015- 2016 San Jose City College Distance Education and Face to Face Control Group Success Rates

Academic Year	Number of DE Sections	Proportion of DE sections to total number of sections	Distance Ed Success Rates	Face to Face Control Group Success Rates	Difference
2010-2011	67	3.40%	64%	61%	-3%
2011-2012	110	5.94%	61%	62%	1%
2012-2013	115	6.08%	61%	62%	1%
2013-2014	124	6.52%	61%	65%	4%
2014-2015	124	7.17%	59%	65%	6%



For this comparison, only sections with both online (and/or hybrid) and face to face sections were included

Data retrieved from CROA 2/3/16

Differences in success between the two modalities has remained relatively even with a slight divergence in more recent years. This is possibly due to the expansion into a greater range of general education courses, resulting in a slight difference in success rates.

Within the various departments an examination of success rates resulted in various actions at the department level. For example, the English department, which offers approximately 15 sections of its courses in DE format each fall semester voted in December 2015 to make student success factors in DE in English a standing item for every department meeting.

The College is committed to excellence in teaching and this applies to online education as well. SJCC faculty participate in an evaluation process that is outlined in the Collective Bargaining Agreement between the San Jose/Evergreen Federation of Teachers AFT 6157 and the San Jose/Evergreen Community College District in Articles 19, 19A, 20, 21, and 22 (see Document 24).

For fulltime faculty, this evaluation includes a teaching observation by a peer and dean or designee, an administrator evaluation, a growth and development plan, student evaluations, and a self-evaluation which includes a statement on the faculty member's participation and involvement in SLO assessment and how the assessment process has guided improvement in teaching. Adjunct faculty are also evaluated on a schedule outlined by the collective bargaining

agreement. The adjunct faculty evaluation process includes a teaching observation by a peer, an administrator evaluation, student evaluations, and a self-evaluation which includes a statement on the faculty member's participation and involvement in SLO assessment and how the assessment process has guided improvement in teaching. Faculty teaching observations include observations of online teaching. In this way, each faculty member receives constructive feedback by a peer and their dean regarding their teaching, regardless of delivery. Student evaluations of online courses are also conducted, ensuring that excellence in teaching includes the student perspective of the learning experience, as well.

The Distance Education Committee is also tasked with making recommendations to the Academic Senate, College Advisory Council, and the President regarding accreditation compliance as it relates to distance education (see Document 2). This includes supporting and facilitating discussions with faculty regarding the relationship between teaching methodologies and student performance.

E. Evidence that the institution has received all necessary internal or external approvals, including:

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

Per college procedures, the Institutional Policy on Curriculum Committee (IPCC) reviews each certificate and degree. Once approved by the IPCC, the certificate or degree is then forwarded to the Academic Senate, followed by the San Jose Evergreen Community College District Board of Trustees for district approval. Courses, degrees and certificates seeking state approval are then forwarded to the California State Chancellor's office for final approval.

Degree and certificate requirements are in traditional face-to-face formats as well as in distance education modality. Courses, regardless of delivery mode, have a common course outline of record, student learning outcomes, and methods of assessment (see Document 8).

2. Legal requirements have been met

SJCC courses put forward with the intention to deliver them in distance education format, are required by Title 5 § 55206 to also have an updated and approved Distance Education Supplement Form (see Document 9) on record that addresses:

- The manner in which content is delivered
- Examples of how methods of evaluation are accomplished
- Accommodations available for students with disabilities

In addition, the Distance Education Supplement Form at SJCC also serves to assure stakeholders that regular effective contact is taking place between student and teacher and upholds that it is the responsibility of the instructor to initiate regular contact with registered students in order to verify their participation and performance status (see Documents 9, 18).

Security and Verification of Student Identity in Distance Education

The SJECCD board policy 5800 demonstrates that the College is responsible for putting into place measures to control for reasonable foreseeable risks to students from identity theft (see Document 25). In addition, the SJECCD administrative procedure 3720.5 outlines the practices and regulations for all District users regarding appropriate use and access to the district's network. The procedure includes the requirement that all users must safeguard unique identifications and must not attempt to gain unauthorized access to data, information, system programs or computer equipment (see Document 26). Per these policies and procedures, San Jose City College authenticates student identity by providing access credentials (user name and

password) that students are required to use to access SJECCD's MyWeb student information platform as well as the Moodle learning management system. All SJCC distance education courses use Moodle as the learning management system through which instruction is delivered.

Finally, each student is notified at the time of login that they affirm their identity as the student enrolled in the course being accessed.

3. Governing board action to approve the change and any budget detail supporting the change

Per SJECCD board policies, all SJECCD curriculum and personnel action items are approved by the Board of Trustees and the board adopts the budget that is associated with the operational expenses for all aspects of the college, including distance education (see Documents [27](#), [28](#), [29](#)).

F. Evidence that each of the 2014 Eligibility Requirement (ERs) will be fulfilled specifically related to the change

1. All ERs must be addressed, and requirements that are particularly impacted by the change should be addressed in detail.

1. Authority

San Jose Evergreen Community College District is granted the authority to operate as a degree granting institution by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Associate of Schools and Colleges (ACCJC). ACCJC is recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

2. Operational Status

San Jose City College is currently operational and has students actively pursuing degrees and certificates.

3. Degrees

All courses that support degree programs and are described in the San Jose City College Catalog. All degrees, certificates, and transfer courses are listed in the catalog and on the college's website.

4. Chief Executive Officer

The President/Chief Executive Officer of San Jose City College is approved by the San Jose Evergreen Community College Board of Trustees. The President/Chief Executive Officer of San Jose City College is Dr. Byron Clift Breland, approved by the board on May 13, 2014. Dr. Breland possesses the requisite authority to administer the policies, procedures, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of California Community Colleges, and all state and federal regulations and law. This authority includes ensuring compliance with policies and regulations concerning distance education delivery.

5. Financial Accountability

SJCC operates within its funding allocation formula as determined by the SJECCD in order to fulfill its institutional mission and ensure fiscal stability. All funds are carefully allocated, tracked, and documented per generally accepted accounting principles. SJCC annually undergoes an external financial audit performed by a certified public accountant. The college

has been allocated funds that adequately support the current and future needs of its distance education courses and program.

6. Mission

The mission of SJCC is clearly defined, adopted, and published by its governing board consistent with its legal authorization. In keeping with the college's mission to provide an "open and equitable access to education", the college strives to meet this objective through expansion of its online offerings. Further, in order to appropriately prepare SJCC students for "successful careers" given our geographical location in the heart of Silicon Valley, it is imperative that we provide education in modalities that reflect the demands of a twenty-first century workforce.

7. Governing Board

The San Jose Evergreen Community College District Board of Trustees consists of seven (7) members elected by qualified voters of the District. Each member is elected by trustee area as defined in Board Policy 2100. The Board also includes 2 (two) non-voting student members, one from each college campus, per Board policy 2015.

The Board of Trustees is responsible for the academic quality, fiscal stability, institutional integrity, and fulfillment of the mission of the college. As reflected in the Board of Trustees Ends Policies and Governance Principles, the board acts as an independent decision-making body that acts for constituent and public interest (see Document [30](#)). The board also adheres to a conflict of interest policy, per BP 2710 (see Document [31](#)).

8. Administrative Capacity

The current administration is sufficient in number and qualifications to support the mission of the College. The hiring of the Dean of Library, Learning Resources and Distance Education will enhance the College's ability to serve students enrolled in distance education courses, as well as the faculty who teach these courses (see Document [14](#)). This position was posted on October 9, 2015. This Dean will work in collaboration with all Instructional and Non-instructional Deans to support distance education, and will report to the Vice President of Academic Affairs.

9. Educational Programs

The educational programs of SJCC are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, and are offered at levels of quality and rigor appropriate to the degrees offered. All courses offered at SJCC culminate in identified student learning outcomes that are listed on the course outline of record. All

distance education courses use the same course outline of record as their face-to-face counterparts and share the same student learning outcomes.

10. Academic Credit

Academic credit is based on Title 5 § 55002.5 of the California Administrative Code of Regulations. The Instructional Policies and Curriculum Committee (IPCC) reports to the Academic Senate, who in turn make recommendations to the SJECCD Board of Trustees regarding curriculum (see Documents [27](#), [33](#)). Courses in distance education format share student learning outcomes and workload expectations identical to their face-to-face counterparts (see Document [18](#)).

11. Student Learning and Student Achievement

San Jose City College is actively involved in the development, assessment, and publication of results of student learning outcomes. All programs at SJCC have identified and published program learning outcomes that are assessed on an annual basis. The results of these assessments are housed in TracDat, the College's online repository for outcomes assessment (see Document [8](#)). Student learning outcomes for distance education modalities are identical to their face-to-face counterparts. The number of degrees and certificates have increased significantly over the last years, totaling 74 in Fall 2015.

12. General Education

The general education courses at SJCC are designed to ensure breadth of knowledge and promote intellectual inquiry. These courses require students to demonstrate competence in communication and critical thinking, and an introductory level of understanding in the areas of scientific inquiry and quantitative reasoning, arts and humanities, social sciences, lifelong learning and self-development. As with all courses at SJCC, the general education courses have identified student learning outcomes that are updated and assessed on a regular basis to ensure student achievement. The degree credit awarded for general education courses at SJCC are consistent with levels of quality and rigor appropriate to higher education.

13. Academic Freedom

Academic freedom standards are defined in Board Policy 4030 (see Document [34](#)). The policy ensures that all instructors and students hold the right of full freedom of inquiry and expression. This policy applies to all modes of instruction, regardless of delivery.

14. Faculty

The College employs 122 full-time faculty and 275 part-time faculty (Fall 2015). All faculty meet the minimum qualifications as defined by the California Community College State Chancellor's Office. This core of faculty is sufficient in size and experience to support all of the institution's educational programs, mission, and purpose. The names and degrees of full-time faculty are published in the college catalog. A college policy approved by the Academic Senate will require all faculty teaching in distance education format to meet eligibility of teaching requirements, beginning spring 2016 (see Document [35](#)).

All faculty are evaluated on their participation in the assessment of student learning outcomes, which includes documenting how the assessment process has contributed to improvement (see Document [24](#)). This is addressed in the self-evaluation portion of their evaluation portfolio. Full-time faculty responsibilities include development and review of curriculum.

15. Student Support Services

SJCC operates student support services to meet the learning and development needs of its students in alignment with the institutional mission. This practice is codified in Board Policy 5000 (see Document [36](#)). Programs and services are published in the college catalog and website. Students enrolled in distance education courses receive adequate and reasonable access to services that support their educational needs. Via online access, students can apply to the College, apply for financial aid, register and withdraw from classes, purchase textbooks, contact a counselor, complete orientation, petition to graduate, access research databases and materials, and receive tutoring for reading and writing online.

16. Admissions

SJCC has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate to its programs, as documented in Board Policy 5010 (see Document [37](#)). Online courses maintain the same requirements and follow the same policies and procedures as other courses.

17. Information and Learning Support Services

SJCC provides specific long-term access to specific information and learning support services adequate for its mission and instructional programs regardless of instructional delivery. The SJCC library also supports student learning, regardless of mode of delivery (see Document [15](#)) All students have access to physical resources that include 64,669 books and AV materials and 60 magazine subscriptions. The library also maintains subscriptions to approximately 75 online databases that provide access to full-text articles from peer-reviewed journals and 538 e-books. SJCC students also have access to an open computer lab as well as ten group study rooms in addition to 53,346 square feet of quiet learning space for students to achieve their

educational goals. Students may also call or email the librarian for reference help during open library hours (Monday through Thursday, 8:30am to 7:00pm and Friday, 8:30am to 2:00pm).

18. Financial Resources

The institution operates within its funding base and expends financial resources in a manner that ensures fiscal stability in order to support student learning programs and services. All funds are carefully tracked and documented. These resources are also used to improve institutional effectiveness. The district financial reserves have increased and are currently at 13.6% (see Document 38), demonstrating the fiscal stability of the district.

19. Institutional Planning and Evaluation

All programs at SJCC are required to complete annual and comprehensive program reviews in order to operationalize and support institutional planning. The College also maintains a Strategic Planning Committee, whose primary charge is to provide direction and oversight to the planning and assessment processes for sustained and continuous quality improvement (see Document 39).

To that end, institutional, program, and course level student learning outcomes are assessed regularly in support of this objective. Reports of these assessments are published in the college's Tracdat system (see Document 8).

20. Integrity in Communication with the Public

The College provides precise, accurate, and current information regarding the following areas in print and online versions of its college catalog and the college website:

General Information

- Official Name, Address, Telephone Number and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and other entities
- Course, Program, and Degree offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Full-time Faculty
- Names of Governing Board Members

Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation, and Transfer

Major Policies Affecting Students

- Academic Honesty
- Student Code of Conduct
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment and Discrimination
- Refund of Fees

The college website serves as an additional resource for all the above items. In addition, the website provides information on Campus Security Act, Campus SaVE Act, Title IX, and Clery Act.

21. Integrity in Relations with the Accrediting Commission

The College is in good standing with the Commission. The College responds consistently and in a timely manner to all Commission requests for information.

G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed

1. All Accreditation Standards must be addressed, and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

San Jose City College (SJCC) is a fully accredited institution. Its accreditation was reaffirmed in June of 2015 after being placed on probation in 2014 due to non-compliance with Standard III.A.1.c.

A. Mission

San Jose City College provides high quality educational services to a diverse population of approximately 8,500 students each semester, coming from within and beyond the college's geographical boundaries. San Jose City College, Evergreen Valley College and the Workforce Institute together form the San Jose-Evergreen Community College District, a 295-square mile service area, nestled in the heart of Silicon Valley.

In conjunction with the institution's mission to provide "open and equitable access to quality education and programs", the College expanded into the realm of distance education, thus providing another gateway for service area constituents to achieve their educational goals. The flexibility of distance education addresses the needs of busy professionals, many of whom are already employed and have family and other obligations that might otherwise prevent them from pursuing a certificate or degree or aspirations to transfer.

B. Assuring Academic Quality and Institutional Effectiveness

The institution demonstrates sustained, substantive and collegial dialog about student outcomes and academic quality for all its courses, regardless of delivery. Student success and retention rates in individual courses for face-to-face and distance education courses are collected and examined in the preparation and development of Program Reviews for each area. This data is available to all faculty and staff members through the Office of Institutional Effectiveness and Student Success and the Vice President of Academic Affairs.

The College's Distance Education Committee is the primary body that examines the effectiveness of distance education course and service delivery. In addition, the College's Distance Education Committee has its own mission that is aligned with that of the College and speaks to the

school's desire to contribute to the quality and growth of distance education offered by the campus (see Document 2).

In alignment with the committee's mission, several action items were identified to pursue. Chief among them was the determination that faculty teaching distance education courses needed to meet eligibility requirements to teach. The committee worked on proposed language that was presented and approved by the College's Academic Senate (see Document 35).

The Committee has developed a recommended definition of regular effective contact, which was approved by the Academic Senate on December 6, 2014 and is being vetted through the process to be submitted to the SJECCD Board of Trustees for approval and acceptance (see Document 18).

C. Institutional Integrity

SJCC assures the quality, accuracy, and integrity of information provided to all stakeholders related to all aspects of its educational services, including learning outcomes and student support services in print and in online formats. Information regarding the total cost of tuition and fees and other required expenses are also available online.

SJCC has established clear policies and procedures that promote an environment for learning that values honesty, responsibility and academic integrity. All course syllabi provided to students must include student learning outcomes and a reference to the District policy on Student Conduct, as outlined in Board Policy 4020.5 (see Document 40). All SJCC students are provided a unique username and password in order to access the college's learning management system, Moodle. A student is notified at the time of login that they affirm their identity as the student enrolled in the course being accessed.

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

The College instructional programs, regardless of means of delivery, are offered in fields of study that are consistent with the College's mission, are appropriate to higher education, and culminate in attainment of established student learning outcomes, and achievement of degrees, certificates, employment or transfer.

Student learning outcomes assessment, regardless of instructional mode of delivery, has become a part of the fabric of the College. Assessment at the course, program, and institutional level takes place in a scheduled manner. Discussion regarding results, conclusions drawn, and suggested actions to improve learning are now taking place at all levels of the

college. All assessments are entered and housed in the college's TracDat system (see Document 8).

The College's Program Review process also ensures that there is a rigorous review of program and student learning outcomes and asks programs to evaluate the success rates of the program with respect to retention, persistence and success rates, which includes modes of delivery. Where applicable, programs are requested to provide a plan for improvement of success. The program review document also includes an evaluation of the currency of faculty teaching in the discipline, and requests an accounting of the types of professional development opportunities and achievements teaching faculty have taken advantage of. Finally, the program review process asks programs to discuss any changes they are planning for in the future and include an explanation of how the change will impact student success, instructional techniques, and course offerings.

The College offers instruction in traditional face-to-face mode, asynchronously through distance education either 100% online or in hybrid format. The College's learning management system is Moodle, which allows for a wide variety of methods of instruction, such as lecture, discussion, quizzes, chat, surveys, forums, wikis, journals, group work, video, and audio formats.

Per college procedures, the Institutional Policy on Curriculum Committee (IPCC) reviews each certificate and degree. Once approved by the IPCC, the certificate or degree is then forwarded to the Academic Senate, followed by the San Jose Evergreen Community College District Board of Trustees for final approval. Degree and certificate requirements are in traditional face-to-face formats as well as in distance education modality. Courses, regardless of delivery mode, have a common course outline of record, student learning outcomes, and methods of assessment (see Document 8). In addition, courses put forward with the intention to deliver them in distance education format, are required by Title 5 § 55206 to also have an updated and approved Distance Education Supplement Form on record that addresses:

- The manner in which content is delivered
- Examples of how methods of evaluation are accomplished
- Accommodations available for students with disabilities

In addition, the Distance Education Supplement Form at SJCC also serves to assure stakeholders that regular effective contact is taking place between student and teacher and upholds that it is the responsibility of the instructor to initiate regular contact with registered students in order to verify their participation and performance status (see Document 9).

Appropriateness of distance education delivery seems to fall along predictable lines. Overall, transfer-level courses with traditional lecture format are generally viewed as appropriate. Activity courses, laboratory courses, basic skills courses, foreign language courses are not.

The College ensures a high quality of instruction through existing faculty evaluation processes. Observations of classroom teaching are conducted by peer faculty as well as the division dean. Observations of courses offered in distance education format are included. In addition, students are asked to complete student evaluations of instruction in an online format.

The Distance Education Committee is another entity whose mission it is to ensure high quality education (see Document 2). The Committee has developed a recommended definition of regular effective contact, that that was approved by the Academic Senate and is being vetted through the process to be submitted to the SJECCD Board of Trustees for approval and acceptance (see Document 18). The Committee also forwarded a recommendation for instructor preparation required in order to be eligible to teach in distance education formats, effective spring 2016. The Academic Senate approved this recommendation in spring 2015 (see Document 35).

SJCC has established clear policies and procedures that promote an environment for learning that values honesty, responsibility and academic integrity, all of which are published in the Student Code of Conduct, available in the College catalog as well as on the College website (see Document 41). All course syllabi provided to students must include student learning outcomes and a reference to the District policy on Student Conduct, as outlined in Board Policy 4020.5 (see Document 40). All SJCC students are required to use a secure username and password in order to access the college's learning management system, Moodle. A student is notified at the time of login that they affirm their identity as the student enrolled in the course being accessed. Moodle also allows instructors to make use of tools to discourage cheating – timed quizzes, test banks with questions in random order, separate password to access quiz/exam, can control whether the display fills the monitor or allows for navigation to other sites, does not permit copying and pasting. Finally, the College retains its subscription for a Turnitin license, another online tool that supports and encourages an environment of academic integrity on the college campus and online.

B. Library and Learning Support Services

The College provides students appropriate access to the library and other learning support services, regardless of location and means of delivery.

The physical facility of the SJCC library offers reference desk support, circulation services, computers for research purposes, as well as access to printers and copiers. Students may also

use any of the ten group study rooms and students are also able to check out laptops. The library also offers a quiet environment to study.

The SJCC library supports student learning, regardless of mode of delivery (see Document [15](#)).

All students have access to physical resources that include 64,669 books and AV materials and 60 magazine subscriptions. SJCC students also have access to an open computer lab as well as ten group study rooms in addition to 53,346 square feet of quiet learning space for students to achieve their educational goals.

The library website is publicly accessed via the internet from the QuickLinks menu on the College's main page (see Document [15](#)). Once there, large, easy-to-navigate icons provide students with options on where to access information. With respect to online supports, the library also maintains subscriptions to approximately 75 online databases that provide access to full-text articles from peer-reviewed journals and 538 e-books. During regular business hours, students can also email or phone the reference desk librarian with a reference question, as well as instructions on how to access information needed online.

The library website also includes video tutorials and help pages and user guides for students to help support their use of the library resources. Easy-to-access, subject-specific research guides are also available on the library webpage to help students who are new to using the library databases. Finally, a virtual tour to the library is also available, complete with captioning.

In 2013, the SJCC library information platform was upgraded to the Sierra system. This integrated library service platform is a powerful operational tool that coordinates the main services of the library, including reserves, materials holds, patron holds, library catalog. In addition, this platform can track circulation trends, and automates some aspects of our acquisitions processes.

Learning support services are also available to students studying online. The College provides an Open Lab for students who lack computing and printing facilities off-campus. Students are welcome to check out machines for study use during open hours.

The College uses Moodle as its learning management system. Students are able to login to Moodle from the College's mainpage and access their coursework remotely. A downloadable walkthrough complete with screenshots is available to new users of Moodle. Students are also able to access tutoring services through the Reading and Writing Center online.

C. Student Support Services

The College provides adequate and appropriate student support services for its students, regardless of modality of instruction. Via the internet, students can apply to the College,

schedule a placement test appointment, complete an online orientation to the college, update their student record, and petition to graduate.

The College Catalog and Schedule of Classes are available online in pdf format. The Schedule of Classes is also available in a searchable format for public access and also in MyWeb for active students.

All College policies and procedures relevant to students are available in the online College Catalog. In addition, students may access the Student Code of Conduct, the Student Grievance Form, and Administrative Procedures: Due Process through the Student Affairs webpage (see Document [42](#)) Communication out to students is done in person, over the phone, and by email. For emergency purposes, text communications are limited to campus safety information items only.

Standard III: Resources

A. Human Resources

Human resources play an important role to ensure the academic quality and institutional effectiveness of distance education at SJCC. This begins at the staffing level, where faculty who are assigned to teach in distance education modality will be required to fulfill certain requirements and training, effective spring 2016 (see Document [35](#)).

In addition, at the time of hiring for new faculty positions, screening committees consider questions about familiarity with distance education as well as qualifications and experience of candidates in utilizing learning management systems as part of their teaching approach.

In terms of professional development, the College provides regular and systematic training of new and veteran faculty in the use of Moodle, the College's current learning management system. These trainings are offered through the Professional Development Center and are facilitated by the Distance Education Coordinator, as well as other faculty who are experienced with using Moodle for teaching.

With respect to student and faculty technical support with Moodle, SJECCD ITSS is responsible for meeting instructor and student requests for assistance. This support can be accessed via email or by phone. While call volumes typically are high at the start of each semester, there is generally little to no wait-time when assistance is needed.

The College has certainly recognized the need to broaden its human resource capacity to support distance education. For the past three years, there has been a faculty member who has been assigned release time to serve as the Distance Education Coordinator. This position reports to the Vice President of Academic Affairs and is responsible for chairing the Distance

Education Committee as well as facilitating professional development for faculty in distance education.

In 2014, the College's reorganizational planning process included the addition of a Dean of Library, Learning Resources and Distance Education, who would provide administrative oversight for distance education on the SJCC campus. This position has made its way through the various constituency groups for approval and was posted for an open search on October 9, 2015.

B. Physical Resources

The physical needs of the College's distance education programs are currently met by the general fund budget. The College converted to Moodle by Remote-Learner in 2014, allowing for hosted servers offsite and automated upgrades and maintenance, in collaboration with local system administration at the district level.

C. Technology Resources

SJCC provides appropriate and adequate technology resources to effectively support its distance education programs. Facilities and hardware on the campus are planned for, updated, and replaced on a regular cycle to fully support the college's mission, operations, programs, and services. All instructional classrooms are outfitted with a smart podium and projectors or screens to enhance the learning experience for students. Podiums are accessible with a secure sign-on for instructional faculty. Students may utilize campus computers at the open computer lab and securely access course Moodle pages, college databases and other specific programs needed for coursework. The appropriate use of computer and network use for all students, faculty, staff, and administrators is outlined in Administrative Procedures 3720 (see Document [43](#)).

Faculty, staff, students, and administrators receive appropriate instruction and support to ensure success of the College's distance education offerings. The SJECCD has streamlined support services for faculty, staff, and students through an online and telephonic helpdesk that is accessible from 7:00am to 5:30pm, Monday through Friday. During the first two weeks of the semester, hours are extended to 7:00pm.

Faculty and students also receive technology training for distance education. A tutorial on how to use Moodle is available on the login site for Moodle. In addition, handouts with screenshots assist new users with the basic information needed for accessing and navigating Moodle are also available on the login site. Workshops are offered at every PDD for faculty to learn basic and advanced features to Moodle (see Document [44](#)). Throughout the academic year, the Distance Education Coordinator also offers workshops and drop-in assistance for new and experienced Moodle users (see Document [17](#)).

D. Financial Resources

The College maintains financial resources necessary to support and sustain its distance education programs and offerings. Currently, funding for distance learning is distributed over divisions, departments, and cost centers. For example, instructional salaries for distance educators is housed within individual departments. Reassigned time for the Distance Education Coordinator and subscription fees for services such as turnitin.com are applied to the budget for the Vice President of Academic Affairs. Online databases and e-books are expensed through the College library budget. Technical support staff are budgeted within the districts Institutional Technology Division. With the hiring of a new Dean of Dean of Library, Learning Resources and Distance Education, more aspects of the campus financial resources linked to distance education will likely be housed under the budget of this dean. This will create a more unified approach to distance education operations.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Governance

The College follows an integrated planning cycle that is documented in the Strategic Planning Committee Charge (see Document [39](#)). The College also follows a participatory governance model whereby faculty, students, staff, and administrators serve on committees integral to the effective planning and operations of the College, participating in key decision-making processes. Campus committees report to either the College Advisory Council or the Academic Senate, depending on their stated purpose and charge. Recommendations from these bodies are then reported to the College President and/or Board of Trustees for final review, consideration, and/or approval. The Distance Education Committee at SJCC reports to the Academic Senate and has representatives from faculty from all academic divisions, staff, students, and administration. The committee meets two times a month and publishes their minutes on the college website (see Document [2](#)).

B. Chief Executive Officer

The College's President/Chief Executive Officer is Dr. Byron Clift Breland. Dr. Breland holds primary responsibility for the quality of the institution and provides leadership to ensure that the institution plans, organizes, budgets its resources, assesses institutional effectiveness, and promotes an environment of continuous quality improvement. The president also plans and oversees an administrative structure that is designed to reflect the organization's purpose to meet the needs of its community.

In 2013, the Chancellor, as directed by the Board of Trustees, embarked on an organizational restructuring process that included all entities of the district: San Jose City College, Evergreen

Valley College, the Workforce Institute, and the District Office. This process involved an evaluation of services and programs across all areas and input and feedback sought at all levels of the campus and was initiated at a strategic planning retreat where leadership from all areas of the colleges were in attendance. Each college was tasked with developing its ideal total work environment as it related to faculty, staff, and administrators.

As a result of this process, one of the many recommendations brought forward by the SJCC college president was to develop an administrative position, specifically the Dean of Library, Learning Resources and Distance Education that would include within its scope of responsibility the distanced education programs offered on the campus. The position was then identified as a position to be filled in Phase Two of a Three-Phase right-sizing process. A job description was developed in collaboration with all constituency groups as well as the Distance Education Committee. The position was posted on October 9, 2015 (see Document [14](#)).

C. Governing Board

In 2013, the Chancellor, as directed by the Board of Trustees, embarked on an organizational redesign process that included all entities of the district: San Jose City College, Evergreen Valley College, the Workforce Institute, and the District Office. The end goal was a set of strategic priorities that aligned with an organizational map, clearly identifying spheres of responsibility across the district, the two colleges and the Workforce Institute. The Board of Trustees Ends Policies and Governance Principles continues to be evaluated and updated, and is used by the district to guide future growth and planning. While the Strategic Priorities do not directly address distance education, three of the priorities demonstrate the district's commitment to ensuring that

Strategic Priorities (2013-2017)

1. Student Success: The San José- Evergreen Community College District will improve student success through enhanced educational services and programs and strengthened community engagement.
2. Total Work Environment: The San José-Evergreen Community College District will promote a total work environment that contributes to the success and development of its students and employees.
3. Workforce and Economic Development: The San José-Evergreen Community College District will respond to the workforce needs of the Silicon Valley.
4. Organizational Effectiveness and Sustainability: The San José-Evergreen Community College District will develop systems that promote institutional effectiveness and fiscal sustainability.
5. Technology: The San José-Evergreen Community College District will invest in information technology solutions that enhance the learning environment and support student success.

6. Communication: The San José-Evergreen Community College District will engage in proactive communication with internal and external audiences to improve stakeholder satisfaction.

D. Multi-College Districts or Systems

The SJECCD Board of Trustees demonstrates its commitment to self-evaluation through its Board Policy 2745 (see Document [45](#)). The District has also developed a delineation of functions map that is publicly accessible and demonstrates its intent to build awareness of the roles and responsibilities held by each entity and individual, and to regularly evaluate its effectiveness (see Document [46](#)).

Appendix A: List of Evidence

- Document 1: [San Jose Evergreen Community College District Fact Book Fall 2014 End of Term](#)
- Document 2: [Distance Education Committee Mission](#)
- Document 3: [SJCC Distance Ed 12FA-15SP Demographics District](#)
- Document 4: [California Community Colleges Chancellor's Office Management Information Systems Datamart](#)
- Document 5: [SJCC Fall 14 Distance Ed Enrollment](#)
- Document 6: [Gainful Employment Disclosure Report](#)
- Document 7: [Santa Clara County Employment Development Department, Santa Clara County](#)
- Document 8: [TracDat San Jose City College](#)
- Document 9: [Distance Education Supplement Form](#)
- Document 10: [SJCC Degrees and Certificates](#)
- Document 11: [Comprehensive Program Review Form Academic Affairs 15-16](#)
- Document 12: [Distance Education Committee Meeting Minutes, April 20, 2015](#)
- Document 13: [2015-16 Reassigned Time Available Positions](#)
- Document 14: [Dean of Library, Learning Resources, and Distance Education, SJCC](#)
- Document 15: [SJCC Library website](#)
- Document 16: [Distance Education Coordinator 2015-16](#)
- Document 17: [Moodle Workshop advertisements](#)
- Document 18: [Faculty Online Learning Resources website](#)
- Document 19: [BSI Conference Funds Application](#)
- Document 20: [Professional Development Funds Application](#)
- Document 21: [Student Learning Outcomes Assessment Handbook](#)
- Document 22: [SJCC Comprehensive Program Review Schedule 2014-2018](#)

Document 23: [Program Review Handbook 2015-16](#)

Document 24: [Collective Bargaining Agreement between the San Jose/Evergreen Federation of Teachers AFT 6157 and the San Jose/Evergreen Community College District](#)

Document 25: [Board Policy 5800 Prevention of Identity Theft in Student Financial Transaction](#)

Document 26: [Administrative Procedure 3720.5 Security](#)

Document 27: [Board Policy 4020 Program and Curriculum Development](#)

Document 28: [Board Policy 7110 Delegation of Authority](#)

Document 29: [Board Policy 6100 Delegation of Authority](#)

Document 30: [Board of Trustees Ends Policies and Governance Principles](#)

Document 31: [Board Policy 2710 Conflict of Interest](#)

Document 32: [Instructional Policies and Curriculum Committee website](#)

Document 33: [Board Policy 4025 General Education \(GE\) as Part of the Associate Degree](#)

Document 34: [Board Policy 4030 Academic Freedom](#)

Document 35: [Academic Senate Meeting Minutes 5-19-15](#)

Document 36: [Board Policy 5000 Student Services](#)

Document 37: [Board Policy 5010 Admissions and Concurrent Enrollment](#)

Document 38: [San Jose-Evergreen Community College District 2015-2016 Adopted Budget Report](#)

Document 39: [SJCC Strategic Planning Committee website](#)

Document 40: [Board Policy 4020.5 Course Syllabi](#)

Document 41: [SJCC 2015-2016 College Catalog](#)

Document 42: [SJCC Student Code of Conduct](#)

Document 43: [Administrative Procedures 3720 Computer and Network Use](#)

Document 44: [Professional Development Days Programs](#)

Document 45: [Board Policy 2745 Board Self-Evaluation](#)

Document 46: [San Jose-Evergreen Community College District Delineation of Functions Map 2012-13](#)

Document 47: [Perkins Professional Development Activity Application](#)

Document 48: [Guidelines to Professional Development Opportunities](#)