Merced College
Merced Community College District
3600 M Street
Merced, CA 95348

Substantive Change Proposal
October 2014

Addition of Courses that Constitute 50% or More of a Program Offered Through Distance Education

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Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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SUBSTANTIVE CHANGE PROPOSAL
DISTANCE EDUCATION
MERCED COLLEGE
MERCED COMMUNITY COLLEGE DISTRICT

PART I – DESCRIPTION OF AND REASONS FOR CHANGE

A. Description of and Justification for Proposed Change

- This proposal for substantive change of programs at Merced College (College) is being submitted to the ACCJC for approval to offer associate degrees and certificates (see below for list) 50 percent or more in a distance education delivery format.
- Merced College has offered a limited number of courses via online modality for several years. However, adding more online courses will help increase the number of students who complete programs for employment and transfer.
- Many Merced students live in rural areas where travel to the main campus in Merced is inconvenient or unaffordable. In fact, Merced College serves a largely rural and agricultural area that includes most of Merced County and the northern edge of Madera County. Many Mariposa County residents also attend Merced College despite the fact that they do not reside within the Merced Community College District (District).
- Offering courses online allows us greater outreach and equity in serving all residences of our district.
- The majority of course offerings are held at the main campus in Merced and secondly at the Los Banos Campus, which is an educational center. However, the College has been offering 100 percent online and hybrid classes in order to serve segments of its student population who are deterred from taking classes at the main campus or off-site centers because of distance, work schedules, family dynamics, or other restrictive reasons.
- The Merced Community College District serves a 2,184 square mile area (Appendix 1). The total estimated population of Merced County is 263,228 (2013) (Appendix 2).
- Distance education directly increases the public's access to higher education in Merced's service area.
- Distance education courses and programs confirms the District's mission statement, which stresses that we offer an accessible education that provides students with essential academic and workforce skills, and that we embrace diversity and support diverse student goals.

Associate of Science and Associate of Science for Transfer

- Child Development (AS-T)
- Business Administration (AS-T)
- Management Information Systems (AS)

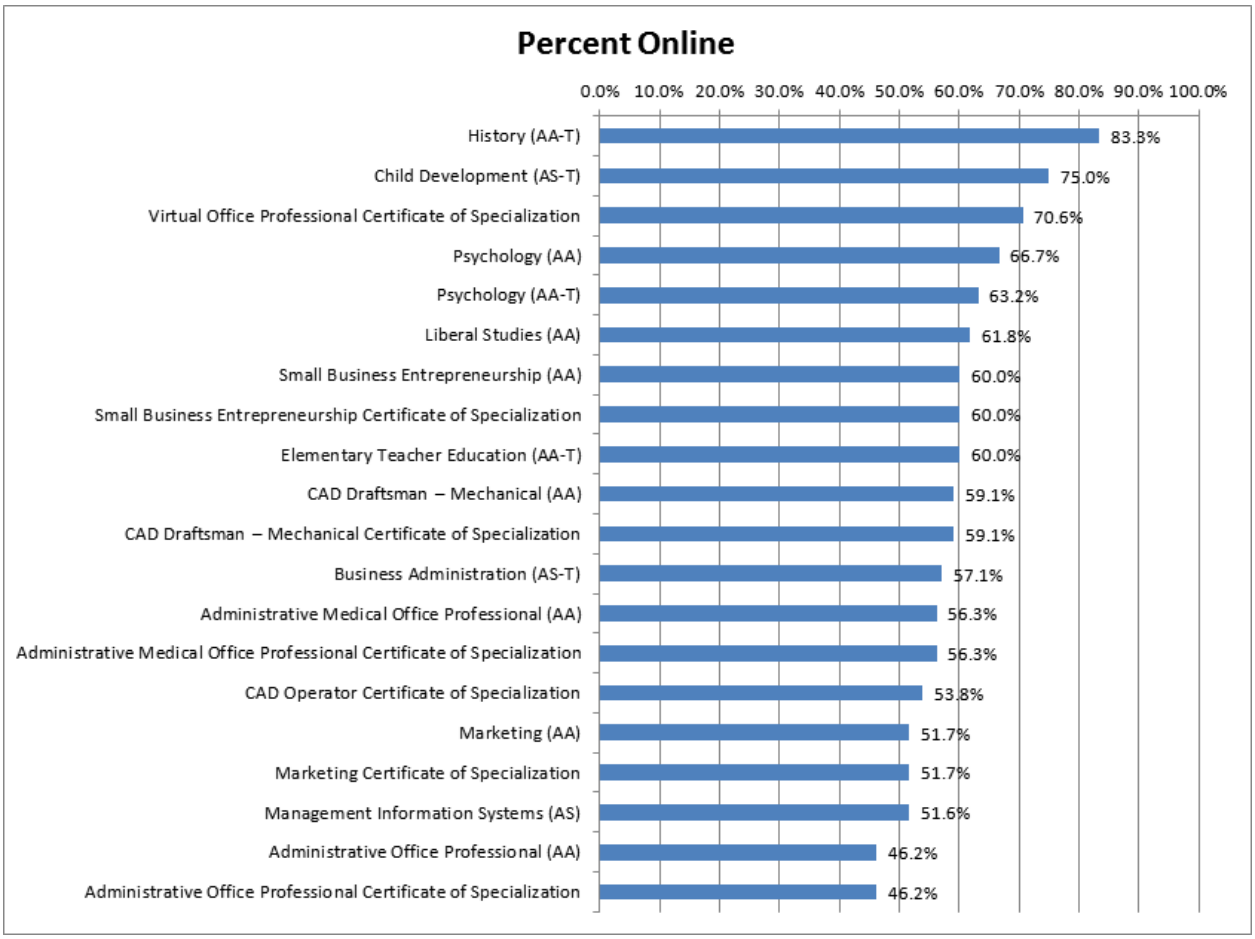
Associate of Arts and Associate of Arts for Transfer

- Administrative Medical Office Professional (AA)
- Administrative Office Professional (AA)
- CAD Draftsman – Mechanical (AA)
- Small Business Entrepreneurship (AA)
- Elementary Teacher Education (AA-T) (Pending at the Chancellor's Office)
- Health Sciences (AA)
- History (AA-T)
- Liberal Studies (AA)
- Marketing (AA)
- Psychology (AA)
- Psychology (AA-T)

Certificates of Achievement and Specialization

- Virtual Office Professional Certificate of Specialization
- CAD Operator Certificate of Specialization
- CAD Draftsman – Mechanical Certificate of Specialization
- Small Business Entrepreneurship Certificate of Specialization
- Marketing (attached) Currently Certificate of Specialization
- Administrative Medical Office Professional Certificate of Specialization
- Administrative Office Professional Certificate of Specialization

Programs	Percent Online
Psychology (AA)	88.9%
Psychology (AA-T)	84.2%
History (AA-T)	83.3%
Child Development (AS-T)	75.0%
Virtual Office Professional Certificate of Specialization	70.6%
Elementary Teacher Education (AA-T)	65.5%
Liberal Studies (AA)	61.8%
Small Business Entrepreneurship (AA)	60.0%
Small Business Entrepreneurship Certificate of Specialization	60.0%
CAD Draftsman – Mechanical (AA)	59.1%
CAD Draftsman – Mechanical Certificate of Specialization	59.1%
Health Science (AA)	57.9%
Business Administration (AS-T)	57.1%
Administrative Medical Office Professional (AA)	56.3%
Administrative Medical Office Professional Certificate of Specialization	56.3%
CAD Operator Certificate of Specialization	53.8%
Marketing (AA)	51.7%
Marketing Certificate of Specialization	51.7%
Management Information Systems (AS)	51.6%
Administrative Office Professional (AA)	46.2%
Administrative Office Professional Certificate of Specialization	46.2%



B. Evidence of a Clear Relationship to the Institutional Mission

The College's current mission statement is consistent with the establishment of associate degrees and/or certificates where 50 percent or more of the course requirements may be completed online. The mission statement, as printed in the 2014 – 2015 College Catalog (Appendix 3), is:

> *In a rapidly changing and increasingly global society faced with great challenges, Merced College faculty, staff, and leadership are committed to continuously improving methods of providing an accessible, affordable, and relevant education that improves the quality of life for all students and their communities.*
>
> *Recognizing that education is never a mistake, Merced College serves as a gateway to the future by welcoming all students from our richly diverse region. We prepare our students for the next stage of their lives by providing the following:*

- *A supportive environment*
- *Committed and caring faculty, staff, and leadership*
- *Mutually beneficial community partnerships*
- *State-of-the-art facilities*
- *The latest technology*

The degrees and certificates offered through distance education not only support but help fulfill the mission statement by serving student learning needs, thereby "providing an accessible, affordable, and relevant education that improves the quality of life for all students" in our richly diverse region.

Providing more online courses in a greater number of disciplines and across certificate and degree programs enables the College to extend access to a greater number of students and to impact a region that has high unemployment and low education levels. In a demographic like ours, we cannot expect that those who need employment skills or retraining can always participate in the traditional higher education delivery system.

C. Discussion of the Rationale for Change

Merced College serves a diverse student population with many first-generation students from varied ethnic backgrounds, largely low economic class, and low family educational achievement. Merced County is frequently highlighted for high unemployment, high foreclosures, and low educational attainment. The 2,184 square-mile District includes many small rural towns, some of which are unincorporated. Transportation is not readily available, work schedules and work seasons fluctuate, and family responsibilities limit the mobility of some potential students.

Despite increased demands on their time, today's students benefit from online classes due to the proliferation of computer and Internet technologies that make distance education a viable option for completing their educational goals.

Offering more online academic and vocational programs demonstrates sensitivity to the role of higher education in an agrarian region by enabling our widely scattered, poverty-ridden population to pursue educational goals that would be otherwise unavailable to them. The College's distance education program has not grown quickly in recent years due to reductions in state apportionment and for a period of time, our accreditation status. Yet the demand for online delivery continues to show strength, as evidenced by enrollment rates and waitlists for the courses and sections that are offered online. We now have the opportunity to move

forward and there is evidence that our faculty, students and community will embrace this, and benefit from the increased availability of distance education.

The need to expand Merced College's programs and services results from two factors: a substantially underserved local population, and future population growth. As the population has grown, the demand for classes has contributed to the addition of multiple sections of high-demand classes in order to enhance student degree and certificate program completions in a reasonable amount of time.

D. Description of Change in Delivery Mode for Educational Programs

Offering the above degrees and certificates in a distance education format supplements these existing degrees and certificates in their traditional classroom delivery format. The courses in these programs are approved through the same curriculum approval process as traditional delivery courses, except that they are supplemented with a Distance Learning Review section (Appendix 4).

The Distance Learning section of CurricUNET ensures that the approved curriculum for courses offered in a distance education format meets the ACCJC Definition of Distance Education, as indicated in the June 2013 *Guide to Evaluating Distance Education and Correspondence Education* (Appendix 5). Furthermore, design and instruction within the College's distance education courses comply with the federal and state laws governing accessibility for students needing accommodations.

New and continuing faculty have access to online training modules that focus on accessibility and universal design. Merced College also qualifies for the Distance Education Captioning and Transcription (DECT) grant, which offers closed captioning for all media used in the online environment.

E. Description of Planning Process Leading to the Change Request

The Superintendent/President appointed a Distance Education Task Force (Spring 2014) to examine current status, processes, and gaps for distance education, including technology, faculty and student support, administrative oversight, ADA compliance, and personnel. In spring 2014, the task force made recommendations for reorganizing oversight, direction, support personnel, while addressing gaps. The Superintendent/President implemented began implementing the recommendations in summer 2014.

Through an annual program review process, discipline faculty identified traditional courses that could be offered both online and hybrid and proceeded to usher them through the approval process within the Curriculum Committee structure. Program reviews are available on the college portal for IPRSLOAC (Appendix 6). In 2013, the College's sanction was removed and accreditation was reaffirmed. This enabled the College to expand online delivery of more courses.

These proposed changes will improve the institution's ability to fulfill its stated mission and to engage in meaningful educational planning by augmenting instructional resources, broadening student access to learning materials, creating flexible learning opportunities, and reaching out to an underserved population.

Offering additional courses online will reduce the number of students on waitlists for traditional classes. As a result, the College would be better equipped to address student equity issues, and expand academic support services for the online delivery modality.

Clear benefits to the institution include an increase in enrollment (FTES, which leads to increased revenue), student completion, and a greater online presence. Students will benefit by having enhanced access to flexible learning opportunities they currently do not have. In addition, the distance education program should increase the number of certificates and degrees awarded by the College by broadening access within its student service area and reducing "time to degree" obstacles. Total college enrollment should increase as students enroll in distance education courses instead of abandoning their educational goals. Students can enroll in a timely manner in high demand courses, particularly high demand courses that will also eliminate excess time to degree/transfer.

The College intends that the courses and programs offered in a distance education format are not tied to a particular campus, learning center, or site. Because these courses and programs are no different than those offered through the traditional delivery in content, the College doesn't anticipate substantial change to human, technology, or facilities resources, other than maintaining currency and relevance by offering these courses online. These resources were investigated in the previous substantive change approval for distance education programs in 2010. Nonetheless, due to an overall increase in the use of technology for both online and traditional courses, newer computers and improved wireless access for students have been added at both the Merced Campus and Los Banos Learning Center, leading to expanded utilization by students.

The College also offers support for students through the Online Help Desk, and assistance with online courses is available at any time through a contract with Blackboard. Also, while only used to supplement distance education instruction, publisher content has a 24-hour helpdesk for their products at no additional charge to the College.

F. Evidence that the Institution has Provided Adequate Human, Administrative, Financial, and Physical Resources and Processes to Initiate, Maintain, and Monitor the Change and to Assure that the Activities Undertaken are Accomplished with Acceptable Quality

Merced College has offered courses online via the Blackboard learning management system (LMS) for over 10 years; much of our technical and human infrastructure already exists. To address certain needs, the College has reorganized internal operations and personnel assigned to distance education. We have appointed a Dean to oversee many aspects of Distance Education. Additional personnel resources include a Faculty Distance Education Coordinator, an Education Technology Analyst and an Educational Technology specialist. The Distance Education Coordinator provides guidance for faculty who want to teach online, including online teaching and learning resources and pedagogical best practices. The Educational Technology Analyst and Specialist provide assistance with Blackboard training, troubleshooting and general technical support. In addition, we have a group of veteran online instructors who offer peer support, and several more currently working through the @One training modules.
Last year the College purchased the Intelligent Learning Platform (ILP), an interface that allows Blackboard to communicate with Colleague to create and populate class shells. This is being tested as the College migrates to SQL this fall (2014).

Subsequent to the Distance Education Task Force's recommendations, the faculty distance education coordinator has been appointed and given release time to help develop a web presence for the distance education program, tutorials for students and faculty, and to address some current gaps in training and planning.

Current resources (servers, software, Blackboard 9.1), technical support staff, the Distance Education Committee, faculty coordinator, dean, and faculty) are now combining into both reporting and functional structures that are sustainable and forward-looking. New role definitions will allow for monitoring of changes and advances in state authorization, student authentication, online pedagogy and technical tools, online tutoring, student readiness, and the impending changes consequent to the Chancellor's Online Education Initiative. This will ensure the quality of all distance education course and program offerings (Appendix 7).

The Curriculum Committee approves all courses and the Chancellor's Office approves new courses and course revisions. Academic Senate bylaws specify that "The Distance Education

Subcommittee acts under the direction of the Merced College Academic Senate as a subcommittee of the Curriculum Committee to support faculty and make recommendations to the Board of Trustees on all instructional matters regarding distance education at Merced College" (Appendix 8).

A separate approval process takes place for distance education. The Distance Education Committee chairman reviews all curricula submitted for online delivery by means of a form created for this purpose (Appendix 9), which is then approved by the Curriculum Committee. This ensures that the basic requirements for distance education, such as regular and substantive interaction, are specifically referenced in the curriculum approval. The Curriculum and Distance Education committees use the CurricUNET software in their review of the distance education forms.

The College provides online registration and bookstore services as well as online counseling, online library databases, and an online application and registration process. Students may develop an educational plan without the aid of a counselor.

Merced College students are required to participate in the Student Success & Support Program (SSSP), a statewide program designed to help them achieve their goals more quickly while promoting student success. To be part of this program, all non-exempt new and returning students must participate in orientation, assessment, and Student Education Planning (SEP) prior to registering for classes (Appendix 10). As students go through this process, they become more familiar with the College, its rich and interesting curriculum, friendly and helpful staff, and knowledgeable, approachable instructors.

All new or returning students must complete and submit an online application through CCCApply. Within 24 hours, students receive three emails from the College, the third of which contains their identification number, which students use to complete the SSSP steps.

All new and returning students are required to complete an online orientation. An estimated 6,000 students orient to Merced College annually with the majority completing orientation online. High school seniors from area feeder schools may complete online orientation in a group setting with additional support provided by trained high school personnel. The same process applies at our Los Banos Campus. Students may also complete the online orientation within designated open lab times (Appendix 11). These are offered on the Merced campus in the Student Services Laboratory.

With the newly installed, user-friendly Ellucian Self-Service planning module, students have the ability to develop an education plan without the aid of a counselor (Appendix 12).

The student education planning system is fully accessible online. However, current SSSP regulations require substantial interaction between counselors or advisors and students. The College is currently in the process of developing an online method of delivery that will provide a substantive interaction between counselors and students for both the abbreviated and the comprehensive student education plan.

Merced College is committed to an array of student support services and programs that identify and address the needs of all students, regardless of delivery mode. Student support services and programs are consistent with the College's mission and value statements. Responding to the diverse needs of the constituent student population, Student Services has increased its online student services. In spring 2014, Student Services processed 4,400 students through online processes.

A separate online course evaluation tool was created in 2013 as part of the regular faculty evaluation process. This evaluation tool includes anonymous surveys completed by students. This tool is used for full- and adjunct faculty who may, at some point, teach only distance education classes.

Student success in distance education is a priority for Merced College. Two-hour student seminars, held each spring and fall semester, train students to use Blackboard. Each seminar is led by a distance education instructor who also provides pointers on how to be a successful student. In addition, instructors have provided other workshops on how to be successful online students through the Student Success Workshop series (Appendix 13).

In addition, the Distance Ed Café an online forum in Blackboard was designed so that faculty could pose and answer questions, discuss online learning tools, and share best practices in online delivery (Appendix 14).

G. Evidence that the institution has received all necessary internal and external approvals

The Merced College Board of Trustees approves all traditional and online courses. Before a course is presented to the Board, it has been subjected to a rigorous approval process through the Curriculum Committee, including an additional review by the Distance Education Committee chairman through CurricUNET. Additionally, before reaching the Board, transfer courses are submitted through the articulation process for approval for Intersegmental General Education Transfer Credit (IGETC), California State University Breadth, and University of California Transfer Credit Approval.

Courses undergoing curricular changes to add distance education as a mode of instruction are submitted through CurricUNET. As previously noted, proposals enter an approval process through the curriculum committee. For example:

1. Proposals advance to the distance education committee for assessment of faculty support needs.
2. The Distance Education Committee chairman indicates the proposal has been reviewed.
3. The proposal returns to the normal curriculum assessment process ending with Board of Trustees approval.

PART II ACCREDITATION ELIGIBILITY REQUIREMENTS

Offering distance education courses will not alter the College's ongoing ability to meet accreditation eligibility requirements in the following areas:

1. Authority

   Merced College is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates (reference California Code of Regulations, Title 5, division 6). Distance education courses fall within this authority. The College is accredited by the Western Association of Schools and Colleges (WASC) and is part of the California Community Colleges system.

2. Mission

   Merced College's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. Serving students at a distance is consistent with the mission of the College.

3. Governing Board

   Merced College has a seven-member elected Board of Trustees responsible for the quality, integrity, and financial stability of the College and for ensuring that the College's mission is accomplished. The Board supports offering classes at a distance and its membership is sufficient in size and composition to fulfill all board responsibilities. The Board of Trustees is an independent policy-making body capable

of reflecting constituent and public interest in decision making. Trustee terms of office are staggered to provide continuity. The student trustee votes on College business in an advisory capacity.

The Trustees also adhere to a conflict of interest board policy, BP 2710 (Appendix 15). The intent of this policy is to ensure that interests are disclosed and do not interfere with the impartiality of Trustees or to outweigh their greater duty to secure and ensure the academic and fiscal integrity of the institution.

4. Chief Executive Officer

Merced College has a chief executive officer who is appointed by the Board of Trustees, and whose primary responsibility is to the District. The chief executive officer supports offering classes at a distance.

5. Administrative Capacity

Merced College has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support and carry forward its mission and purpose. The College's management structure includes 41 managers, 11 of whom function as educational administrators (Deans or Vice Presidents). The distance education program is coordinated by an academic dean, faculty coordinator, Distance Education Committee chairperson, the Distance Education Committee, and a technical support staff member. The Vice President of Instruction has ultimate oversight.

6. Operational Status

Merced College is operational, with students actively pursuing degree and certificate programs. Online courses rely on technology as the delivery vehicle, but are equivalent to existing courses and programs. The College uses Blackboard shared hosting for courses. Blackboard maintains the server during non-peak hours, providing little to no disruption for students.

7. Degrees

The majority of course offerings and programs lead to degrees, as described in the college catalog. Degree opportunities and transfer courses are clearly identified in the catalog. Approval of the substantive change to support programs and courses to be offered in a distance education format will further expand the number of degree opportunities and certifications that are accessible to our student population.

8. Educational Programs

The College's educational programs are consistent with its mission statement, based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and certificates offered. Basic skills programs in reading, writing, and math help students develop proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The College offers 77 associate degrees and associate degrees for transfer and 55 total certificates (2014 – 2015 Catalog). In the 2013-2014 academic year the College awarded 884 associate degrees and 211 certificates of achievement. Courses offered at a distance are the same as courses offered face-to-face and facilitate degree completion.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5 of the California Code of Regulations (Appendix 16).

The College follows the Chancellor's Offices requirements for the awarding of academic credit. It provides appropriate information regarding the award of academic credit in its catalog. The award of credit is the same for courses offered at a distance. College administrators are aware of the accreditation requirement that institutions "have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives academic credit." Administrative procedure AP 4105 addresses this concern (Appendix 17).

10. Student Learning Outcomes and Achievement

Merced College defines and publishes each program's expected student learning outcomes (SLOs), regardless of delivery mode, and which undergo regular and systematic assessment to ensure that students who complete distance education programs achieve the stated student learning outcomes.

Student success data for distance education classes may be found on the Office of Grants and Institutional Research portal site. Program reviews are completed every three years with updates provided annually. The program review process requires that budget requests are aligned with college wide strategic goals, linking planning with budget allocation and augmentation requests. Embedded in the program review are SLO

assessment results, analyses of results, and action plans used for departmental goal-setting and budget requests.

Academic integrity and student authentication are addressed in a number of ways. Instructors are conscientious about academic integrity, with clear policies outlined in syllabi and stepped consequences are in place. Instructors have methods to monitor when students are copying each other's work. Most online classes have regularly scheduled assessments that include both formative and summative assessment elements. Instructors can also determine how long a student has been online or how long it took for them to complete an assessment. Assessments are timed and students can be shut out for not completing the assessment. This prevents students from looking up answers in an open-book format, if that is what the instructor prescribes.

Students log into Blackboard using a secure login that requires a complex password. Students can access their Blackboard accounts through the College's portal or directly through Blackboard. For either Blackboard access method, the student has a unique username and password that identifies them.

Through the College portal, students must use a unique user name (eight-digit ID number) and a complex password (must include at least one lower case letter, at least one upper case letter, at least one number, and at least one special character). Their Blackboard login page password is initially set as six digits long, but can be changed later. Finally, all online classes utilize Blackboard so that the College can ensure integrity of the online classroom, including student grades and data usage.

In addition, all instructors can utilize Respondus, a lockdown browser software, which has two functions. First it is a test generator which not only shuffles questions, but also shuffles answer order. However, due to scarce use, the College no longer subscribes to the test generator. Secondly, it locks down the browser so students cannot Google answers. The College uses this function extensively.

As yet, however, the College has not utilized the Respondus Monitor function, which has remote proctoring capabilities, but is investigating it at this time. In addition, the College's Blackboard system now has Safe Assign enabled, allowing instructors to check student papers for plagiarism using public sources, papers from the College, and papers submitted at other institutions.

The College also subscribes to Turnitin, primarily a plagiarism checker with peer review, editing, and grade book capabilities. Training and tutorials have been provided and videos are posted on the college website (Appendix 18). While some faculty use it avidly, additional training programs are being implemented to help all faculty. On site proctoring of exams is also provided for students at the Merced and Los Banos campuses.

Through the Student Success Program, instructors offer workshops to students on subjects that will help them navigate through online learning. These workshops are recorded and posted to the Student Success portal page for easy access.

11. General Education

Merced College has three patterns of General Education courses (MC GE Option A, CSU GE Option B, and IGETC Option C) that promote a student's personal, cultural and intellectual growth. These general education courses of study include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). General education courses are listed in the college catalog. All course descriptions are found in the catalog and verification of their quality and rigor are provided. The Curriculum Committee approves all courses and programs of study to be included in the general education sequence. The distance education course offerings include General Education requirements.

Registration and financial aid processes for all students have gradually migrated to web-based access. Student authentication is achieved through the issuance of a user-name and password to each student. Stringent password reset procedures are in place including verification of username and date of birth and correct answering of a security question. The Blackboard Learning Management System requires a secure login each time a student accesses the system to do coursework activities. Many online instructors also require proctoring for exams.

12. Academic Freedom

The College's academic freedom policy for faculty and students is set forth in Board Policy BP 4030 (Appendix, 19) and appears in the college catalog (Appendix, 20). The District's academic freedom policy is applicable regardless of site or delivery modality. Merced College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Merced College maintains an atmosphere

in which intellectual freedom and independence exist. Academic freedom applies to those involved in distance education courses and programs.

13. Faculty

Merced College has a substantial core of qualified faculty with full-time responsibility to the College. As of fall 2013, the District employed 168 full-time faculty and 306 adjunct instructors. The names, degrees and years of employment of full-time faculty are listed in the college catalog. This number is sufficient in size and experience to support all of the College's educational programs. Distance education classes are taught by qualified faculty, who meet the minimum qualifications set forth by the Chancellor's Office. In addition, they receive technical training in Blackboard from staff

14. Student Services

Merced College provides for all of its students appropriate student services and development programs consistent with student characteristics and the College's mission. The College has online access to applications for admission, registration, and financial aid. The College utilizes Accuplacer, an online student assessment product. Students must complete the assessment in a proctored environment at the Merced and Los Banos campuses and at all area high schools. Prospective students from outside the District may provide alternative assessment documentation, including assessments approved by the Chancellor's Office.

15. Admissions

Merced College has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. Enrollment in distance education courses follows the same statutes and board policies as for traditional courses.

16. Information and Learning Resources

Merced College provides specific, long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. Online library resources, including a wide range of research databases, are available for students enrolled in distance education courses. Librarians have created separate how-to modules for students needing to perform research exclusively online (Appendix 21).

17. Financial Resources

Merced College possesses a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability. The College has made a commitment to fund distance education courses.

18. Financial Accountability

Merced College regularly undergoes and makes available to the Chancellor's Office and the public an external financial audit by certified public accountants. The College submits a copy of the current budget and a copy of the current audited financial statement prepared by an outside certified public accountant with no other relationship to Merced College. The audit is certified and any exceptions are explained. The audit covers both cost and income generated by distance education courses.

19. Institutional Planning and Evaluation

Merced College engages in institutional planning with a planning process that identifies and integrates plans for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review and institutional improvement. These plans include the strategic plan, the Educational Facilities Master Plan, a technology plan, and Distance Education Program Review.

Merced College systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes and documentation of institutional effectiveness. The offering of distance education courses is included in the College's Educational Facilities Master Plan and courses are regularly evaluated.

20. Public Information

Merced College publishes in its catalog, and in other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures, rules and regulations directly affecting students, programs, courses, degrees offered and degree requirements, costs and refund policies, complaint and grievance procedures, academic credentials of faculty and administrators, and other items related to attending or withdrawing from the College.

The policies and procedures are the same for distance education courses. This information is available both at the Merced College website and in hard copy.

21. Relations with the Accrediting Commission

The Board of Trustees provides assurance that Merced College adheres to the eligibility requirements, accreditation standards and policies of the Commission. The College describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The completion of this Substantive Change Proposal is in accordance with the College's commitment to the Commission.

PART III EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE AND THAT ALL COMMISSION POLICIES ARE ADDRESSED

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Merced College has a mission statement that defines the institution's broad education purposes, its intended student population, and its commitment to achieving student learning. Distance Education courses that may result in a student taking 50 percent or more of a degree pathway online meet the mission of the college. Access to opportunities to attain educational goals by students who might not otherwise be served is greatly enhanced by distance education.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

All courses at Merced College, regardless of mode of delivery, are subject to the same rigorous approval and evaluation process, including curriculum review, program review, and continuous quality improvement through SLO review cycle. Qualitative and quantitative data and a collaborative process are used to improve institutional effectiveness in the distance education program.

The College's recent reorganization included assigning responsibilities for the distance education program to an educational administrator and a faculty coordinator, in addition to the existing Distance Education Committee. In addition, this reorganization is evidence of the College's renewed focus on measurable student learning through online delivery, faculty development for online delivery, and technology and online tools, including e-texts and open educational resources.

Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

Merced College faculty develop and teach college-level curricula that meet the educational standards, practices, and excellence set forth by the discipline and the transfer institutions.

All distance education courses have met the standards of the College, ensuring that the instructors have determined the appropriateness of each course for inclusion in the general education curriculum. SLOs are delineated for each course, program, certificate, and degree. All courses, regardless of location or delivery mode, adhere to the College's established SLOs. All courses regardless of methodology, traditional or distance education have syllabi that provide accurate information about educational courses and programs in accordance with college plans and official course outlines.

The Curriculum Committee approves and reviews course proposals and submits them to the Board of Trustees for ultimate approval. Delivery methods are evaluated for their effectiveness in a number of ways. The Curriculum Committee conducts a separate review of courses proposed to be offered in a hybrid or online format. The review process is meant to ensure that a course taught at a distance is taught to the course outline of record and to ensure quality through regular and substantive instructor-student interaction. Voluntary peer review is also available once a course is live. Specifically, the Curriculum Committee examines the distance learning section to ensure that:

- Sufficient detail is present to show how the face-to-face delivery is being modified for distance education. This entails both content and assignments. For example, if the course is typically a lecture course, how will the lecture material be delivered to students? If students typically make in-class presentations, how will students do this in the distance education format?
- Instructor-student interaction is present and indicates that the instructor initiates that interaction rather than making students initiate it. Specific examples of ways instructors interact with students are analyzed.
- Methods of evaluation are equivalent to those in the traditional course.
- Accessibility is addressed via 508 compliance.

Merced College follows good practices in the course approval process and reviews and approves distance education proposals separately from the course outline. Instructors (Chair of or designee from the Distance Education Committee) must complete the distance education fields in CurricUNET for each course proposal requesting any form of distance education. These fields are carefully scrutinized by the departmental curriculum representative, the area dean, technical review committee members, and finally by the entire Curriculum Committee to ensure regular and substantive instructor/student interaction is present and course objectives may be met.

These alternative methods of instructional delivery allow students to further their education despite having issues relating to schedule conflicts, work and/or family commitments, as well as their inability to physically attend on-campus classes due to physical disabilities or challenges with transportation.

The College examines student success for a variety of delivery formats, including distance education. For example, the College maintains current statistics on student retention and completion by semester and by course. These metrics examine the overall retention and success rates by instructional delivery method, including online and hybrid classes. It has been found, for example, that for the Fall 2009 to Fall 2012 semesters, course retention and success rates were higher for face-to-face courses than other delivery formats. Course completion rates for all online and face-to-face classes were within 6 percent of each other. Success rates were within 8 percent of each other (APPENDIX 22). Also, the collective bargaining agreement with full-time faculty states that online and hybrid courses should have the same course size as traditional courses, but not to exceed 49 students (page 48 in the MCFA Contract) (Appendix 23).

The College's Assessment Review Committee (ARC) provides oversight for course assessments and program review.

The distance education program is designed to increase student access to courses through the use of alternative delivery modalities. The College endeavors to provide students with the opportunity to participate in distance education and to have at least the same level of student support services as is enjoyed by those students taking courses using more traditional instructional methods.

The Distance Education Office provides Online Help Desk services primarily to those students enrolled in online or hybrid courses and who are using the Blackboard Learning Management System. In addition, the Online Help Desk is available to help students whose instructors may be using the system to enhance their face-to-face course offerings. The Online Help Desk staff provides answers to a variety of technical questions such as how to login to Blackboard, resetting passwords, answering questions regarding how to use various Blackboard tools, troubleshooting any operating system and/or browser-related problems students may encounter, and general computer-related questions. The College also provides students with an FAQ page that can be accessed to solve many of these issues.

The College offers student support at any site in the form of the help desk. The student Online Help Desk and assistance with online courses is available at all times through a contract with Blackboard.

Merced College has board policies and administrative procedures related to academic freedom and responsibility, as well as student academic honesty (Appendix 24).

Information regarding institutional beliefs and values can be found in the College's mission statement and the institutional strategic goals (Appendix 25).

In addition, the Academic Senate approved a policy to ensure regular and substantive interaction by instructors for all distance education classes. In addition, the College approved Distance Education Authentication Policies which would enable new courses to maintain a compliant environment from the inception of the course. Administrative procedure AP 4105, for student authentication, student privacy, and faculty/student interaction, were developed and approved through the governance process on December 3, 2013 (Appendix 17).

B. Student Support Services

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

Merced College is committed to an array of student support services and programs that identify and address the needs of all students, both traditional and online. Student support services and programs are consistent with the College's mission statements. Responding to the diverse needs of the constituent student population, Student Services has increased its online student services. In spring 2014, 4,400 students were processed online.

The College's student support services and programs are systematically evaluated using service area outcomes (learning outcomes designed specifically for this area). The College researches and identifies the learning support needs of its student population and provides appropriate services and programs for those students. Distance education students have access to all college services.

C. Library and Learning Support Services

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

The library, which includes online library resources and a wide range of research databases are available for students enrolled in distance education courses. Librarians have created separate how-to modules for students needing to perform research exclusively online.

The Merced College Library houses an excellent collection of library materials in a large, aesthetically pleasing space. It is part of the larger Learning Resources Center (LRC), which includes computer lab space, the audio visual support area for the college, and provides comprehensive services for students, faculty and staff, as well as training for faculty and staff (student training is available elsewhere, primarily in Study Central). Students on campus, online, or at remote locations are able to access library databases using the student portal. Students with Internet access have more than 28,000 full text books, multiple journal, newspaper, encyclopedia and magazine databases available to them at all times. EbscoHOST, SIRS, Lexis Nexis, Ethnic Newswatch, Newsbank, CQ Researcher, Issues and Controversies on File, CountryWatch, Encyclopedia and the Webcat library catalog are all provided through the portal."

The faculty librarians collaborate with faculty teaching online in providing library research guides specific to the assignments given in the online class. For example, the NUTR 10 course has a LibGuide (Appendix 26) embedded with the course assignment on cultural practices and nutrition. The ENGL 01A course taught by Professor Tony White requires research specific to the Native American experience, and a link to that guide is provided on Professor White's Blackboard course (Appendix 27). In addition, faculty librarians have designed a research guide which provides an overview of library services and which mirrors the face to face library orientation provided ENGL 01A sections (Appendix 21).

Faculty librarians are available through the email link on the library research guides, by telephone and through our Text a Librarian service.

The Merced College Learning Resources Center evaluates all of its services on a regular basis. The LRC, including the Library, participates in annual and regular comprehensive program review and carries out and assesses learning outcomes.

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

The College expects excellence from all instructional faculty, including those who teach online. Faculty who teach online receive training for teaching in that modality, including preparation in effective use of the technology, and appropriate pedagogical best practices. All instructional faculty, whether teaching in a traditional classroom or online, must meet the minimum qualifications in their respective disciplines. Instructors are hired in accordance with established board policies and administrative procedures. Job announcements, when appropriate, include a statement that notes that teaching assignments may be at any district facility. Online instructors undergo the same evaluation procedures as their counterparts teaching in a traditional format.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Merced College has integrated physical resource planning with institutional planning processes. The Facilities Master Planning Committee reviews, evaluates, and prioritizes the evaluation, renovation, and maintenance of existing facilities. The physical resources required for distance education are sufficient to support students and the curriculum offered.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Training in support of technology use in teaching and learning is available to all faculty and staff at all teaching sites through online help desk personnel either in person or by telephone. In

addition, three technical support staff members are available to assist faculty and students with distance education concerns, including training and troubleshooting.

The technology supporting our distance education courses is sufficient for the consistent and reliable delivery of these online courses. The College maintains the hardware and software needed to support high-quality instruction. Technology needs, inventories, and uses are part of the institutional planning process, incorporated into the Educational Master Plan (Appendix 28).

The technology infrastructure is sound and will also be maintained through systematic review and regular, planned upgrades (Appendix 29).

Merced College uses Blackboard as its learning management system, and supports instruction with tools such as CCCConfer and other asynchronous and synchronous communication tools. All technology used for online classes is accessible to all students, per the requirements of Section 508 of the Americans with Disabilities Act, and other state and federal guidelines and regulations. The College has one full-time Information Technology Services staff member and two support technicians dedicated to administration of Blackboard. There is a full-time administrator with responsibility for oversight and compliance and a full-time faculty member with release time dedicated to further developing online tutorials and training opportunities in online pedagogy, online teaching tools, ADA compliance, and advisement to online students.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Merced College has sound financial planning and management, and has taken into account planning for support for technology for all instructional and other college needs, including distance education. Focusing on the mission, strategic plan, and program review, Merced College has an Administrative Services Master Planning Committee, under the umbrella of the Educational Master Planning Committee, as well as Budget and Technology committees, which all address technology needs of distance education, and the financial resources and planning needed to support all instruction, including technology and funding for distance education. The Strategic plan also addresses financial resources to support student learning and improve institutional effectiveness.

Financial planning is linked to institutional planning. The resource allocation process is evaluated annually to ensure that it is tied to planning, the College's mission, equity, and program review. Distance education is held to and incorporated into the same processes as all other programs of the college.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

The Superintendent/President reports to the Board of Trustees and is responsible for the quality of the institution. The College engages in a participatory governance model that seeks input from all college constituencies. The Superintendent/President chairs the College's principal planning council, the Educational Master Planning Committee (EMPC). EMPC is charged with implementing the integrated planning, evaluation, and resource allocation processes. EMPC serves as the oversight committee for all Merced College master planning committees to ensure a student-centered focus in the District, and recommends resource allocations to the College Council, evaluates institutional resource requests forwarded by other master planning committees, fosters communication among master planning committees, and ensures that institutional outcomes are evaluated and implemented.

All constituent groups are represented and participate on the College's master planning committees. The Academic Senate has primary responsibility for academic and professional matters and leads work relevant to distance education through the Curriculum and Distance Education committees. Planning and evaluation of technology and online education primarily resides with the Information Technology Services department, but is integrated within the College's participatory governance structures and planning processes.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

The College's Distance Education Committee includes faculty, staff, and administration representation and addresses questions, concerns, and goals for distance education. This

group is a subcommittee of the Curriculum Committee, which is a district-wide collegial consultation committee. Further, faculty representatives on the Distance Education Committee report back to their cohorts. Members of the Technology Committee and the library are also active members of the Distance Education committee. An administrator and a faculty distance education Coordinator are recent appointments who facilitate this work College.

Courses, programs, and services that comprise the College's distance education program have been approved by the appropriate faculty committees, administrators, and the Board of Trustees in accordance with District administrative procedures. The District maintains and regularly updates District policies and procedures which are posted on the District website. All policies that go to the Board for adoption or revision, including policies related to distance education, are first vetted through a review process. The process consists of a policy and procedures committee, College Council, which is represented by all District constituency groups.

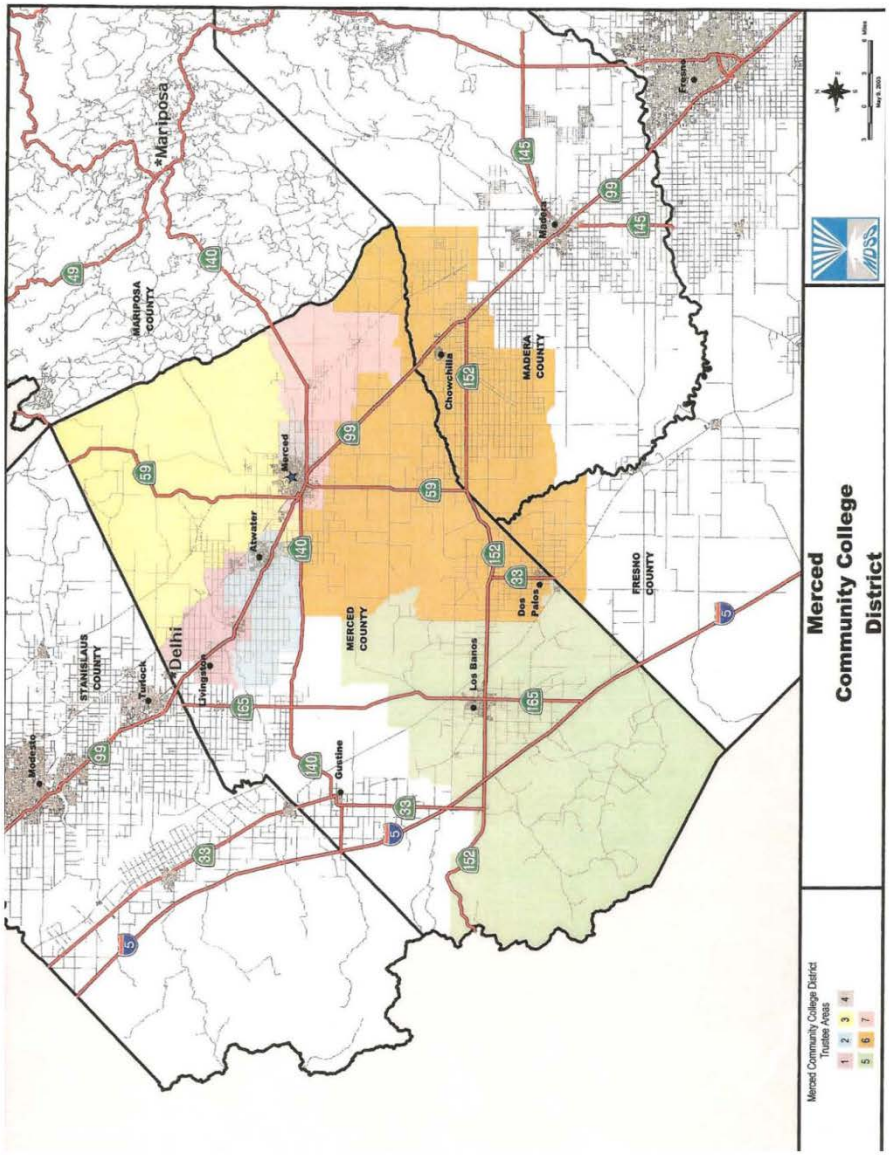
Appendices (Evidence)

1. District Map**: See PDF**
2. District Population: http://quickfacts.census.gov/qfd/states/06/06047.html
3. District Mission Statement: http://www.mccd.edu/about_us/merced_college/mission.htm
4. Merced College CurricUNET Process: DE APPROVAL PROCESS: **See PDF**
5. Guide to Evaluating Distance Education and Correspondence Education: http://www.accjc.org/wp-content/uploads/2012/08/Guide-to-Evaluating-DE-and-CE_2012.pdf
6. Program Reviews at the IPRSLOAC portal page: https://mc4me.mccd.edu/academic_senate/acad_cmtes/IPRSLOAC/programreview/Attachements%20%20Notes/Forms/AllItems.aspx
7. Organizational Chart for Office of Instruction: **See PDF**
8. Academic Senate Bylaws: https://mc4me.mccd.edu/academic_senate/Constitution%20Bylaws%20and%20Resolutions/Merced%20College%20Academic%20Senate_Bylaws_to_Constitution_R2014.pdf
9. DE Questions for Curriculum Approval: **See PDF**
10. Online Registration: http://www.mccd.edu/ar/students_new_returning.html
11. Online Orientation: http://www.mccd.edu/onlineo/
12. Online Education Plan: **See PDF or** https://ss-prod.mccd.edu/Student/Planning
13. Online tutorials for student success: https://mc4me.mccd.edu/academicsupport/SS_Workshops/videos/default.aspx
14. Distance Ed Café: https://mccd.blackboard.com/

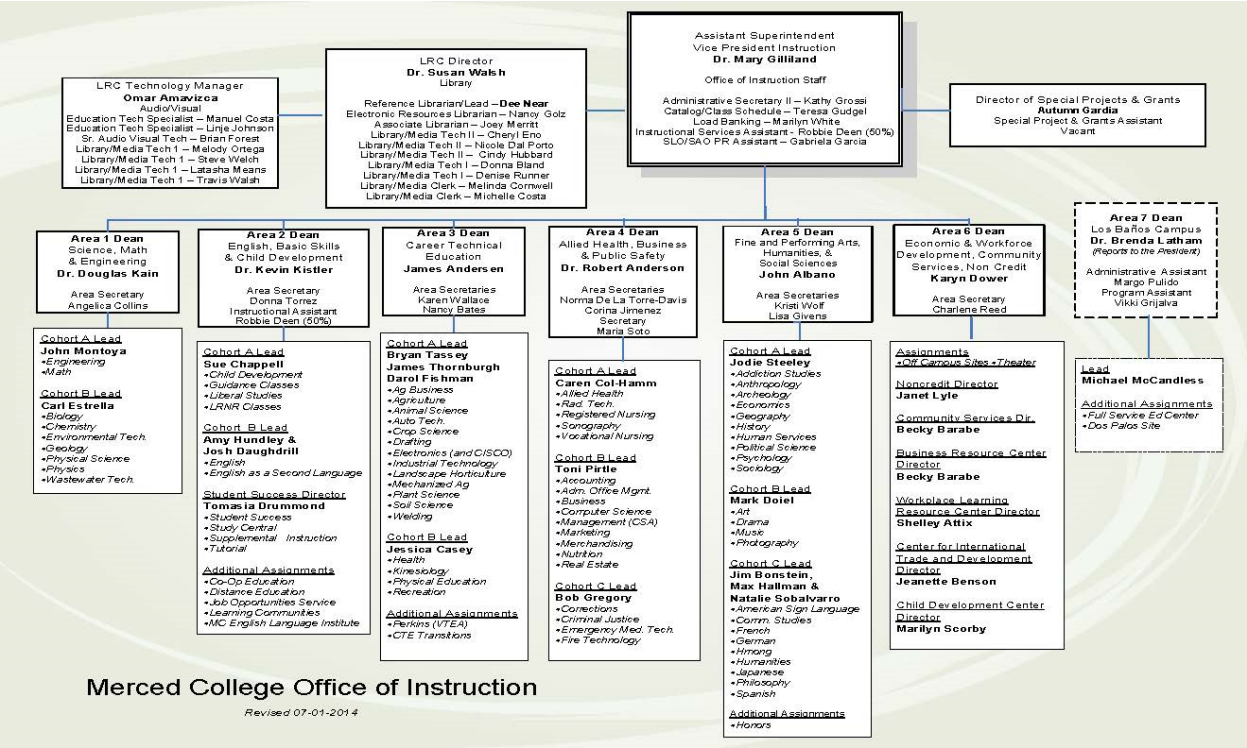
15. Conflict of Interest Policy, Board Policy 2710: http://www.mccd.edu/leadership/ofpres/policies/new/2000s/BP2710.pdf
16. Academic Credit, Title 5 Section 55002.5: https://govt.westlaw.com/calregs/Document/
17. Distance Education Administrative Procedure 4105: http://www.mccd.edu/leadership/ofpres/policies/new/4000s/AP4105.pdf
18. Staff Development: https://mc4me.mccd.edu/STAFFDEV/SitePages/Home.aspx
    Turnitin training modules:
    a. Instructor Training
    b. Administrator Training
    c. Student Training
    Turnitin Live Training sessions: http://go.turnitin.com/merced-college
19. Academic Freedom: http://www.mccd.edu/leadership/ofpres/policies/new/4000s/BP4030.pdf
20. Academic Freedom in the college catalog, p. 10: http://www.mccd.edu/academics/resources/catalog_archive/2014-2015/catalog_2014-2015.html
21. Online library orientation: http://libguides.mccd.edu/engl_1a
22. Student success data for DE classes: **See PDF**
23. MCFA Faculty Contract, re: class size for online classes, p. 48: https://mc4me.mccd.edu/organizations/mcfa/Shared%20Documents/MCFA%20AGREEMENT%202012-2015.pdf
24. Academic Honesty: http://www.mccd.edu/leadership/ofpres/policies/new/5000s/AP5540.pdf
25. Institutional Strategic Goals: http://www.mccd.edu/about_us/merced_college/strategic_planning/index.html
26. Online library orientation Nutrition 10: http://libguides.mccd.edu/nutr10
27. Online library guide Professor White, English 01A: http://libguides.mccd.edu/white
28. Technology Master Plan: https://mc4me.mccd.edu/admin_ser_new/admin_areas/its/tir-archive/Shared%20Documents/Tech%20Plan%202013-2015.pdf
29. Technology Program Review: https://mc4me.mccd.edu/admin_ser_new/admin_areas/its/tir-archive/TIR_committees/TIRPR/20122013Annual/2012-13%20ITS%20Program%20Review%20final.pdf

Appendix 1 – Merced Community College District Map

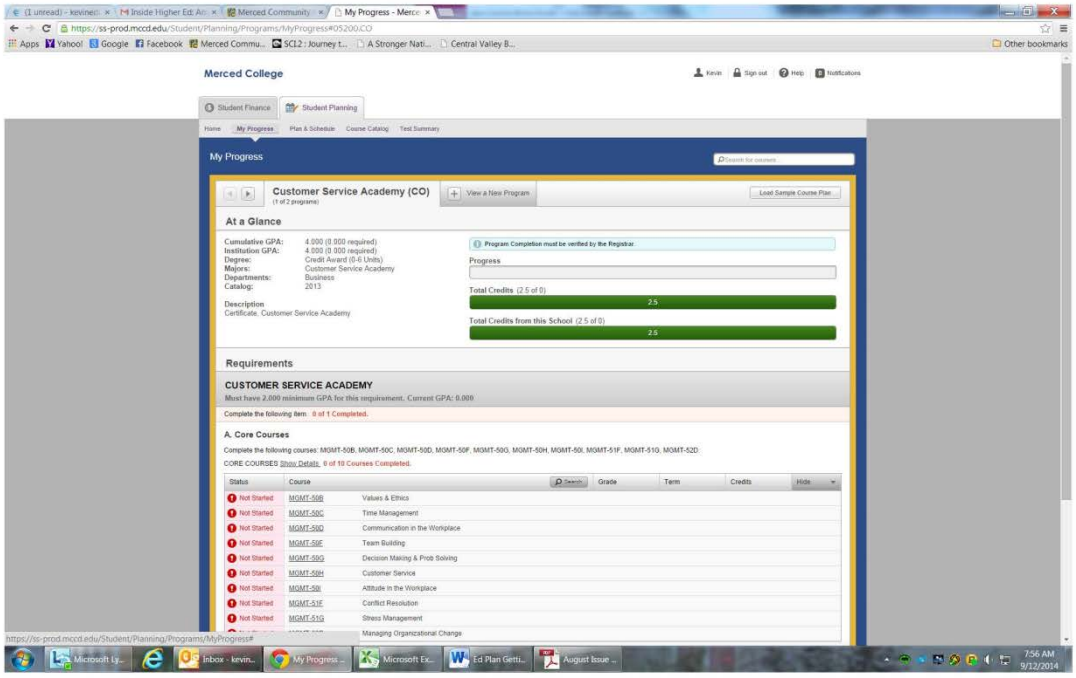
Attachment 1
Boundary Map

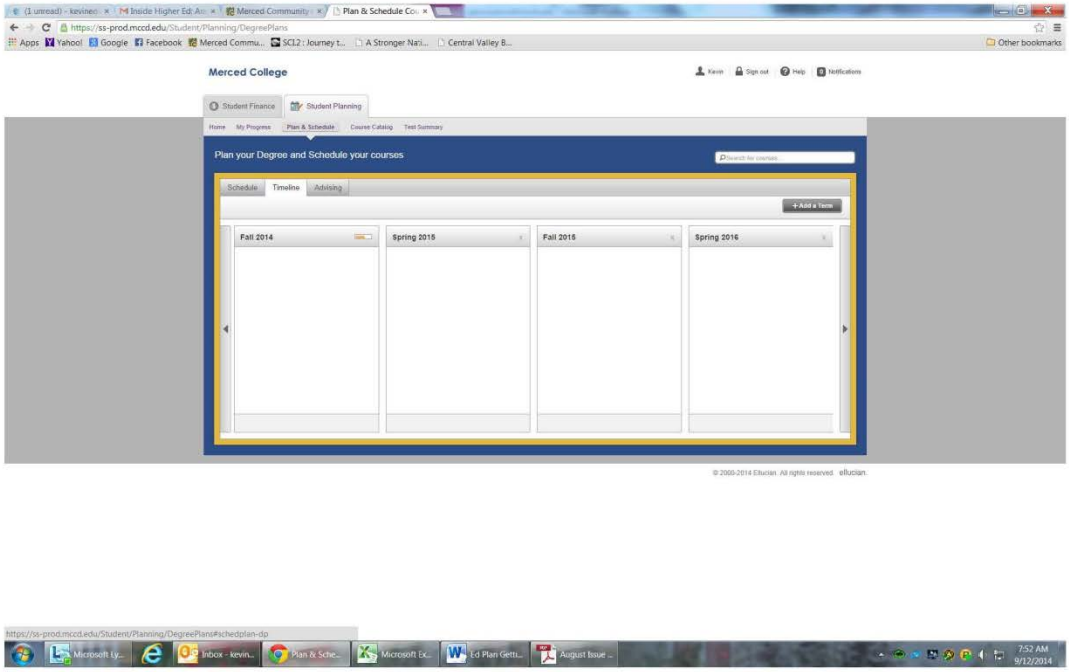


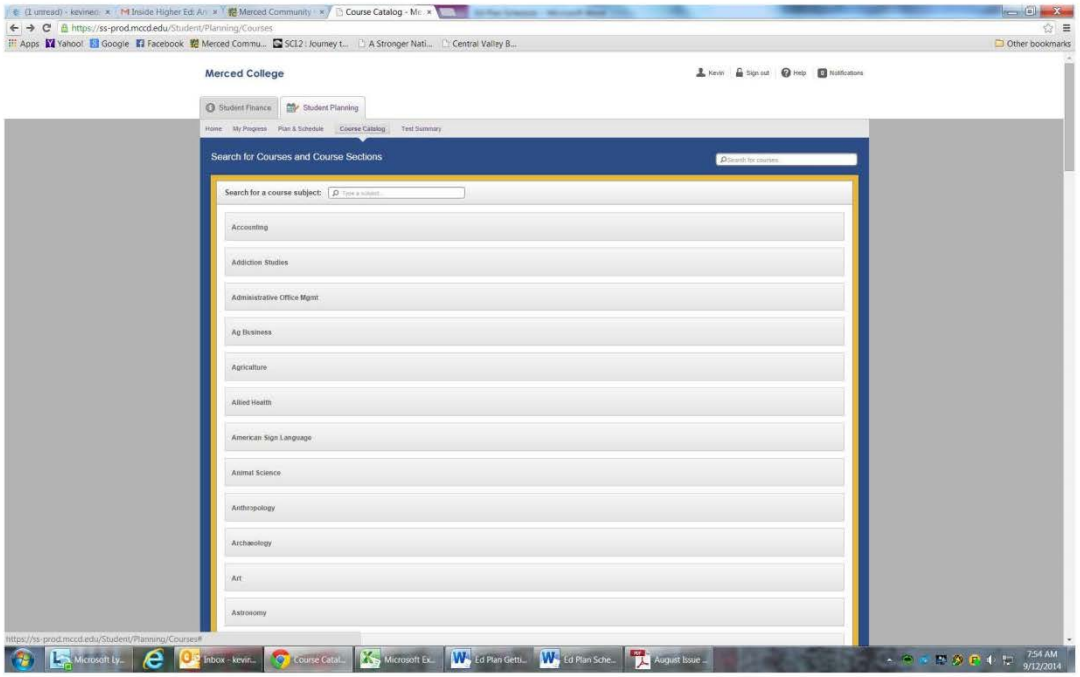
Appendix 7 – Office of Instruction Organization Chart

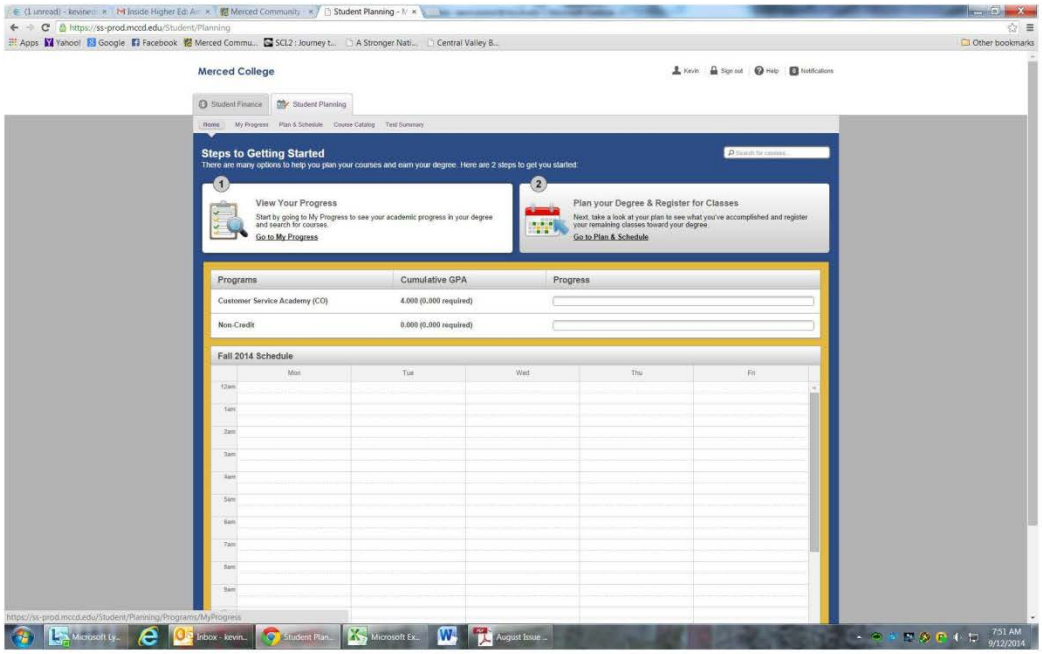


Appendix 12 – Student Education Plan Process




Merced College
Student Finance
Student Planning
Home
My Progress
Plan & Schedule
Course Catalog
Test Summary
Plan your Degree and Schedule your courses
Schedule
Timeline
Advising
+ Add a Term
Fall 2014
Spring 2015
Fall 2015
Spring 2016


Merced College
Student Finance
Student Planning
Home
My Progress
Plan & Schedule
Course Catalog
Test Summary
Search for Courses and Course Sections
Search for a course subject:
Accounting
Addiction Studies
Administrative Office Mgmt
Ag Business
Agriculture
Allied Health
American Sign Language
Animal Science
Anthropology
Archaeology
Art
Astronomy


Merced College
Student Finance
Student Planning
Steps to Getting Started
There are many options to help you plan your courses and earn your degree. Here are 2 steps to get you started:
View Your Progress
Start by going to My Progress to see your academic progress in your degree and search for courses.
Go to My Progress
Plan your Degree & Register for Classes
Next, take a look at your plan to see what you've accomplished and register your remaining classes toward your degree.
Go to Plan & Schedule
Programs
Cumulative GPA
Progress
Customer Service Academy (CO)
4.000 (0.000 required)
Non-Credit
0.000 (0.000 required)
Fall 2014 Schedule
Mon
Tue
Wed
Thu
Fri

Appendix 22 – Student Success Data for Distance Education

Student Completion Rates-Distance Ed

Grants and Institutional Research ▸ ... 2008-09 to 2013-14 IE Metrics ▸ CCR (08-09 to 13-14).T.xlsx

File | Open in Excel | Data | Find

Course Completion Rates (2008-09 to 2013-14)

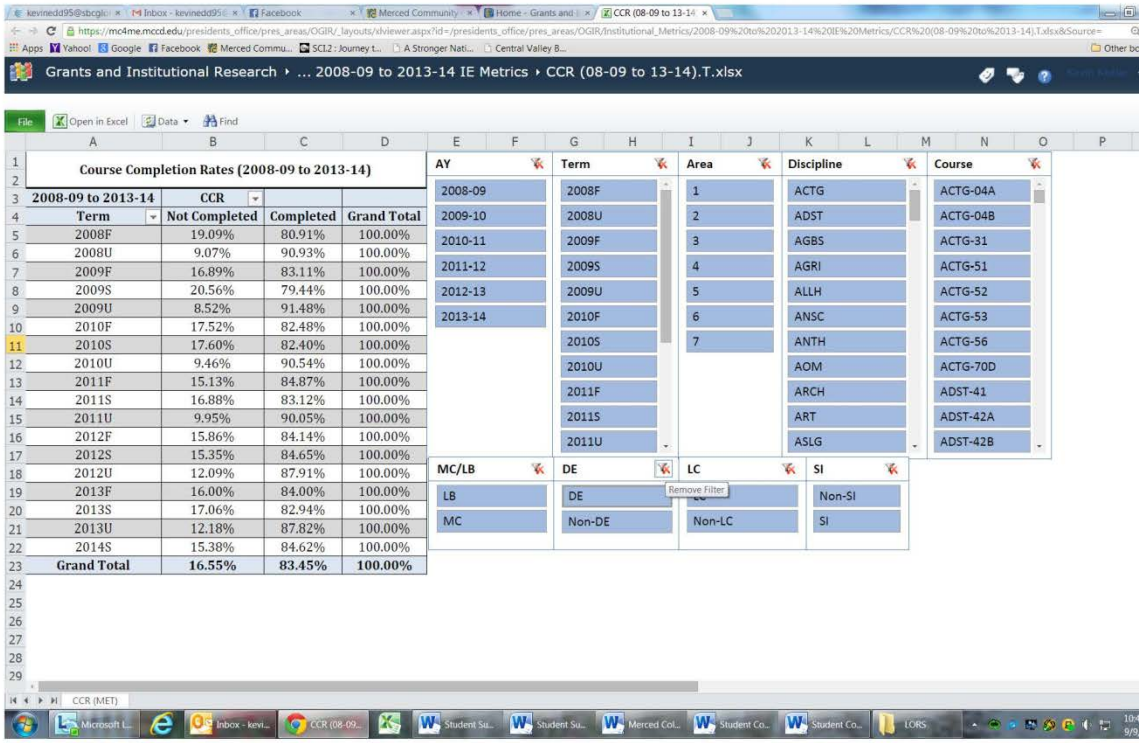
2008-09 to 2013-14	CCR		
Term	Not Completed	Completed	Grand Total
2008F	26.29%	73.71%	100.00%
2008U	15.29%	84.71%	100.00%
2009F	22.56%	77.44%	100.00%
2009S	24.17%	75.83%	100.00%
2009U	13.19%	86.81%	100.00%
2010F	21.99%	78.01%	100.00%
2010S	21.57%	78.43%	100.00%
2010U	15.95%	84.05%	100.00%
2011F	20.06%	79.94%	100.00%
2011S	21.86%	78.14%	100.00%
2011U	20.32%	79.68%	100.00%
2012F	23.25%	76.75%	100.00%
2012S	21.92%	78.08%	100.00%
2012U	22.11%	77.89%	100.00%
2013F	22.61%	77.39%	100.00%
2013S	25.67%	74.33%	100.00%
2013U	24.28%	75.72%	100.00%
2014S	22.77%	77.23%	100.00%
Grand Total	**22.46%**	**77.54%**	**100.00%**

AY	Term	Area	Discipline	Course
2008-09	2008F	1	ALLH	ALLH-67
2009-10	2008U	2	AOM	AOM-51
2010-11	2009F	3	BIOL	AOM-53
2011-12	2009S	4	BUS	AOM-59
2012-13	2009U	5	CLDV	BIOL-06
2013-14	2010F	7	COMM	BIOL-50
	2010S	6	CPSC	BUS-10
	2010U		DRFT	BUS-34
	2011F		ECON	BUS-35
	2011S		ENGL	CLDV-01
	2011U		GEOG	CLDV-02

MC/LB	DE	LC	SI
LB	DE	Non-LC	Non-SI
MC	Non-DE	LC	SI

CCR (MET)

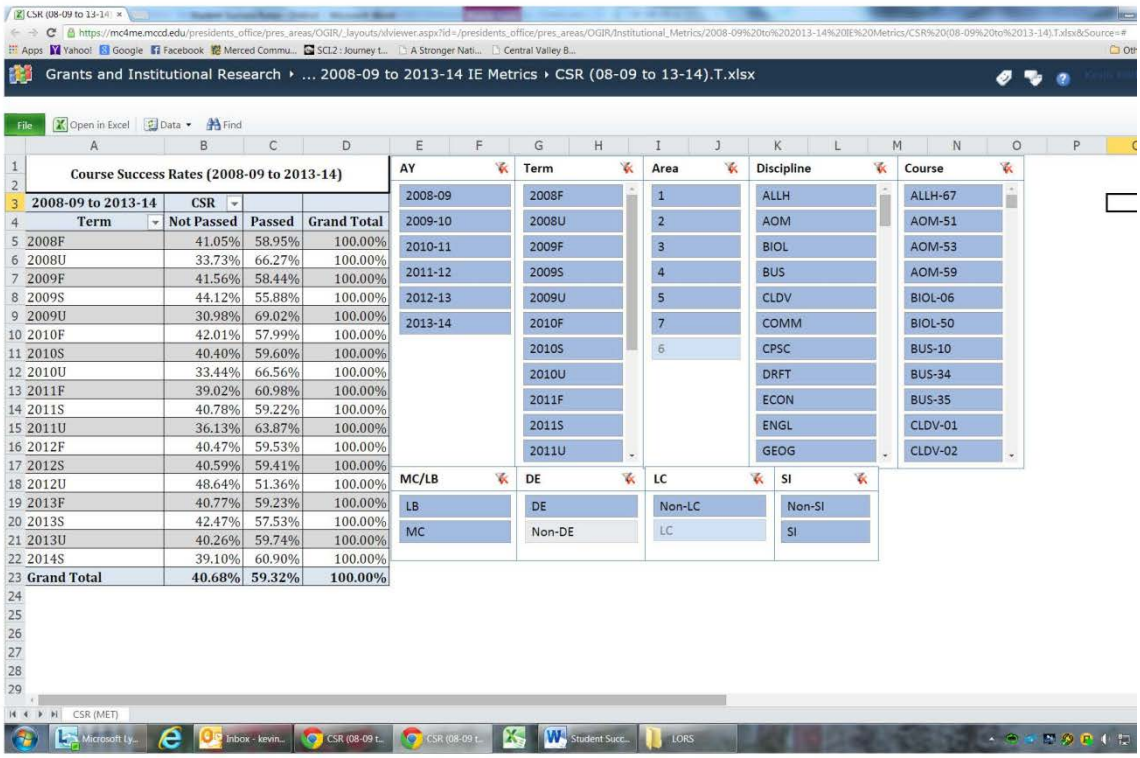
Student Completion Rates-District



Grants and Institutional Research ‣ ... 2008-09 to 2013-14 IE Metrics ‣ CCR (08-09 to 13-14).T.xlsx

Course Completion Rates (2008-09 to 2013-14)			
2008-09 to 2013-14	CCR		
Term	Not Completed	Completed	Grand Total
2008F	19.09%	80.91%	100.00%
2008U	9.07%	90.93%	100.00%
2009F	16.89%	83.11%	100.00%
2009S	20.56%	79.44%	100.00%
2009U	8.52%	91.48%	100.00%
2010F	17.52%	82.48%	100.00%
2010S	17.60%	82.40%	100.00%
2010U	9.46%	90.54%	100.00%
2011F	15.13%	84.87%	100.00%
2011S	16.88%	83.12%	100.00%
2011U	9.95%	90.05%	100.00%
2012F	15.86%	84.14%	100.00%
2012S	15.35%	84.65%	100.00%
2012U	12.09%	87.91%	100.00%
2013F	16.00%	84.00%	100.00%
2013S	17.06%	82.94%	100.00%
2013U	12.18%	87.82%	100.00%
2014S	15.38%	84.62%	100.00%
Grand Total	16.55%	83.45%	100.00%

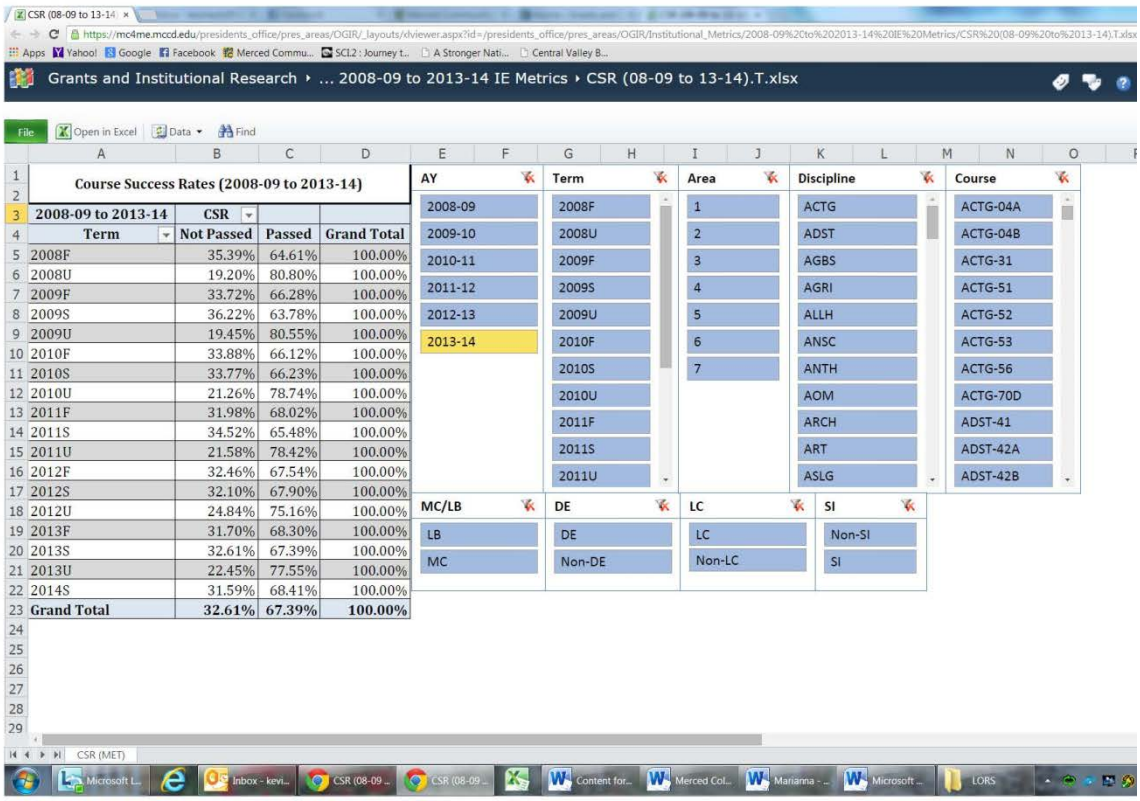
Student Success Rates-Distance Ed



Grants and Institutional Research ‣ ... 2008-09 to 2013-14 IE Metrics ‣ CSR (08-09 to 13-14).T.xlsx

Course Success Rates (2008-09 to 2013-14)			
2008-09 to 2013-14	CSR		
Term	Not Passed	Passed	Grand Total
2008F	41.05%	58.95%	100.00%
2008U	33.73%	66.27%	100.00%
2009F	41.56%	58.44%	100.00%
2009S	44.12%	55.88%	100.00%
2009U	30.98%	69.02%	100.00%
2010F	42.01%	57.99%	100.00%
2010S	40.40%	59.60%	100.00%
2010U	33.44%	66.56%	100.00%
2011F	39.02%	60.98%	100.00%
2011S	40.78%	59.22%	100.00%
2011U	36.13%	63.87%	100.00%
2012F	40.47%	59.53%	100.00%
2012S	40.59%	59.41%	100.00%
2012U	48.64%	51.36%	100.00%
2013F	40.77%	59.23%	100.00%
2013S	42.47%	57.53%	100.00%
2013U	40.26%	59.74%	100.00%
2014S	39.10%	60.90%	100.00%
Grand Total	40.68%	59.32%	100.00%

Student Success Rates-District



Course Success Rates (2008-09 to 2013-14)

2008-09 to 2013-14	CSR		
Term	Not Passed	Passed	Grand Total
2008F	35.39%	64.61%	100.00%
2008U	19.20%	80.80%	100.00%
2009F	33.72%	66.28%	100.00%
2009S	36.22%	63.78%	100.00%
2009U	19.45%	80.55%	100.00%
2010F	33.88%	66.12%	100.00%
2010S	33.77%	66.23%	100.00%
2010U	21.26%	78.74%	100.00%
2011F	31.98%	68.02%	100.00%
2011S	34.52%	65.48%	100.00%
2011U	21.58%	78.42%	100.00%
2012F	32.46%	67.54%	100.00%
2012S	32.10%	67.90%	100.00%
2012U	24.84%	75.16%	100.00%
2013F	31.70%	68.30%	100.00%
2013S	32.61%	67.39%	100.00%
2013U	22.45%	77.55%	100.00%
2014S	31.59%	68.41%	100.00%
Grand Total	**32.61%**	**67.39%**	**100.00%**