Modesto Junior College
2013 Accreditation Follow-Up Report

Submitted by:  Modesto Junior College
435 College Avenue
Modesto, CA 95350-5808
www.mjc.edu

Submitted to:  Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
October 15, 2013

Yosemite Community College District

Board of Trustees:  Anne DeMartini, Linda Flores, Tom Hallinan, Lynn Martin, Ph.D.,
Mike Riley, Abe Rojas, Don Viss, Erik Vorsatz (Student Trustee)
Dr. Joan Smith, Chancellor
Jill Steams, President, Modesto Junior College
Certification of the Follow-Up Report

Date: October 9, 2013

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

From: Modesto Junior College
435 College Avenue
Modesto, CA 95350-5808

This 2013 Accreditation Follow-Up Report is in response to recommendations cited in the February 11, 2013 action letter from the Accrediting Commission for Community and Junior Colleges.

We certify that there was broad participation in the production of the 2013 Accreditation Follow-Up Report by the college community, that the report accurately reflects actions taken by the college and the district to address the recommendations, and that the report was presented to the Board of Trustees for review prior to submission.

Jill Stearns
President/CEO, Modesto Junior College

Dr. Joan E. Smith
Chancellor, Yosemite Community College District
**Table of Contents**

Certification of the Follow-Up Report ................................................................. 3

Modesto Junior College Mission Statement ....................................................... 6

Statement of Report Preparation ........................................................................ 7

Response to Yosemite Community College District Recommendation Two .......... 9

Response to Yosemite Community College District Recommendation Three .......... 13

Response to Modesto Junior College Recommendation One ............................. 15

Response to Modesto Junior College Recommendation Two ............................ 17

Response to Modesto Junior College Recommendation Five ............................ 21

Response to Modesto Junior College Recommendation Six ............................. 25

Response to Modesto Junior College Recommendation Seven ........................... 27

Appendix A: Yosemite Community College District Evidence ........................... 29

Appendix B: Modesto Junior College Evidence .................................................. 31
Modesto Junior College Mission Statement

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

The October 15, 2013, Follow-Up Report for Modesto Junior College has been under development since receipt of the ACCJC letter dated February 11, 2013. I shared the action letter, in which status of probation was continued, with the Chancellor, college leadership, and the Board of Trustees. Further the Follow-Up Report, Follow-Up Visit Report, the Commission action letter and Public Disclosure Notice were made available to students and the public on the college website.

The Follow-Up Visit Report and Commission action letter dated February 11, 2013, provided specific direction for Modesto Junior College to fully meet the Standards and Recommendations set forth in the action letter from the Commission dated February 1, 2012. MJC has continuously worked with purpose and intent to fully implement the improved processes, integrated planning, and expanded participatory governance structure in support of institutional effectiveness established to meet the recommendations. To that end, the report preparation was focused on documenting and providing evidence of the policies, practices, and evaluation for continuous quality improvement that fully meet the Standards.

Of particular note is the tremendous change of participatory governance structure at MJC. The established planning agenda item for Standard IV.A.3 was reinforced by college recommendations 5 and 6 regarding integrated planning and college decision-making. In November of 2011, the college began the process of evaluating, revising, and ratifying an updated version of the Introduction to Decision Making at Modesto Junior College Fall 2008-2010. A workgroup, with representatives from each constituency, met over the course of eight months in the creation of a document that codified past practice and set the stage for moving the college forward with a revised participatory governance structure. The proposed document brought forward a major commitment to a new participatory decision-making process supported by a modified college governance structure. Further, the workgroup developed a set of guiding principles that define and establish an environment of good faith effort, free from fear of retaliation. This document served as the foundation for the new participatory governance structure proposed by President Stearns in the updated decision-making document, Engaging All Voices. However, as noted in the 2012 Follow-Up Report, the Academic Senate did not authorize the Senate President to endorse the document.

Despite the missing signature from the Academic Senate President, the faculty fully participated in the new governance councils. The Academic Senate was able to fill the greatly increased number of faculty positions on the new and revised councils. The faculty engaged in the work of the councils and participated in the evaluation of the new structure over late spring 2013. Through the evaluation process and collegial consultation, revisions were made to Engaging All Voices and the Academic Senate approved endorsement of the revised document on September 5, 2013.
Modesto Junior College has undergone an organizational change since the submittal of the Follow-Up Report dated October 15, 2012. On August 19, 2013, the Vice President of College Administrative Services position became vacant. A national search is underway for a permanent vice president.

President, Jill Stearns, Vice President of Instruction, Susan Kincade, and Faculty Accreditation Chair, Debra Bolter, made regular progress reports to the College Council, Academic Senate, Board of Trustees, and college community on matters related to achieving the goals of the ACCJC’s recommendations and writing the Follow-Up Report. The president’s weekly written communication includes a section on accreditation to keep the broader community informed of college progress. Dr. Bolter and VPI Kincade invited the campus to two oral reading sessions where the response to each recommendation was finalized. The sessions were attended by faculty, staff, administrators, and student leaders.

The MJC 2013 Follow-Up Report describes the activities the college community engaged in to fully meet the recommendations of the Commission and includes evidence in support of the efforts delineated in the document. The report also includes plans for next steps that will assist MJC in continuing the process of improving institutional effectiveness in support of student learning.

Respectfully,

Jill Stearns
President, Modesto Junior College
Yosemite Community College District Recommendation Two

In order to fully meet the standard, the teams recommend that the District and the colleges review institutional missions and their array of course offerings and programs in light of their current budgets. (Standards III.D, III.D.1, ER 17)

To fully meet the recommendation, the Yosemite Community College District (YCCD), Columbia College, and Modesto Junior College (MJC) engaged in further review of their mission statements and array of course offerings and programs in light of current budgets. The review included a district wide discussion at the March 29, 2013, YCCD Strategic Planning Session of the three mission statements and how they relate to one another [2.01]. The district wide discussion brought forth a recommendation that Modesto Junior College shorten the mission statement adopted by the Board of Trustees on October 10, 2012, to ensure clarity and strengthen the linkage between the three institutional mission statements within the district. No recommendation for changes to the Yosemite Community College District or Columbia College mission statements resulted from the strategic planning meeting.

Yosemite Community College District Mission

The YCCD mission statement reads: “The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to cultural and economic development and wellness.”

The YCCD mission statement was reviewed and updated as part of the Strategic Planning Process initiated in November 2010 which resulted in the YCCD Strategic Plan 2007-2015 which was approved by District Council on April 27, 2011[2.02, 2.03]. The YCCD Strategic Plan provides the framework and support for all other college and central services plans. The YCCD mission and vision statements are the foundation for the YCCD Strategic Plan. The Board of Trustees approved the extended YCCD Strategic Plan 2007-2015 on May 11, 2011 [2.04].

District Council is the district wide governance committee comprised of representatives from each of the district constituency groups, central services, and the colleges. The purpose of this council is to make recommendations to the chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district wide basis. District Council serves as the coordinating body for the review of the district strategic plan. District Council affirmed the YCCD mission statement on April 25, 2012 [2.05].
YCCD and Columbia College Mission Relationship

During 2012, Columbia College reviewed and discussed all key planning statements including the Mission, Vision, and Core Values of the college. Changes were proposed to accurately reflect the core educational purpose of the college and to ensure alignment with the Yosemite Community College District mission statement. College Council approved all revisions to the key planning documents during the February 3, 2012 meeting [2.06]. Additionally, recommendations from the March 29, 2013 District Council Planning Session were reviewed and taken into consideration regarding mission statement alignment at the April 5, 2013, Columbia College Council meeting [2.01, 2.07]. Following discussion, it was agreed to support adding the statement, “Committed to utilizing its resources in responding...” to the Yosemite Community College District Mission Statement. Further, the Council was in agreement to consider the suggestions proposed at the District Council Retreat when revisiting the college mission statements in fall 2013. Finally, to facilitate better alignment with integrated planning, Columbia College has included as a part of the Program Review, aligning at least one college Goal for each resource allocation request.

YCCD and Modesto Junior College Mission Relationship

Over the course of 2012, MJC engaged in a review and revision of the college mission statement. The process was initiated to ensure that the MJC mission statement accurately reflected the current educational purpose, the intended student population, and the commitment to student learning in alignment with the Yosemite Community College District mission statement. Two workshops were held to gather input and to analyze data in support of mission statement revision [2.08, 2.09]. A workgroup convened to draft a new college mission statement that was adopted by the College Council on October 1, 2012, and approved by the YCCD Board of Trustees on October 10, 2012 [2.10, 2.11].

During the March 29, 2013 YCCD Strategic Planning Session, several workgroups noted that the MJC mission statement was too long and suggested that it be shortened to the first paragraph [2.01]. This recommendation received consent from the strategic planning participants and was brought to College Council for consideration on July 9, 2013 [2.12]. College Council affirmed the mission change on August 13, 2013, and the YCCD Board of Trustees took action to approve the revision on September 11, 2013 [2.13].

Mission, Course Offerings, and Programs

Columbia College and Modesto Junior College affirm and ensure that course and program offerings are aligned with the college mission through the curriculum approval process. Curriculum review requires that the role of the course in supporting the college mission be clarified [2.14]. The California Community College system focus on transfer preparation,
career technical education, and basic skills has further defined the purpose of instructional programs and courses at the colleges. To maximize opportunity for students during the extended period of reduced resources available to support instruction and student success each college implemented resource allocation processes that tie allocation to the college mission.

Columbia College established the Big Picture Budget Discussion Group (BPBDG) that reports to College Council. This group is founded on TLC – Transparency, Listen, and Communication – and is led by the college president. The group makes recommendations to College Council on budget development and resource allocation for general and restricted funds [2.15].

The Resource Allocation Council at MJC developed and implemented guiding principles which support resource allocation recommendations in periods of growth and reduction. The Resource Allocation Council is responsible for presenting a college budget recommendation to College Council each spring as part of the annual budget development process. The resource allocation process links budget and resource requests to the college mission, goals, learning outcomes, and student success [2.16].
Yosemite Community College District Recommendation Three

The team recommends the District and Board of Trustees develop policies on the delegation of authority to the college president. (Standards IV.A.2.a, IV.B.3.e)

Prior to receiving Recommendation #3, the District had adopted a policy delegating authority to the chancellor and presidents. However, to fully meet the recommendation, the Yosemite Community College District policy committee created separate policies: one existing that delegates authority to the chancellor (Policy 2430), and one delegating authority to the college presidents (Policy 2430.1) [3.01, 3.02]. The Board of Trustees adopted the new Policy 2430.1 on August 14, 2013 [3.03].

Every effort has been made to ensure that the Yosemite Community College District’s Board Policies, 2430 Delegation of Authority to the Chancellor and 2430.1 Delegation of Authority to the Presidents, are in full alignment with Education Code §70902(d) and 72400, and Standard IV.B.3.e. Further, the YCCD job descriptions for the chancellor and presidents were updated to clearly state delegation of authority from the Board of Trustees to the college presidents via the chancellor.
Modesto Junior College Recommendation One

Visiting team finding 2011: In order to fully meet the standards for mission and effectiveness, the team recommends the college analyze community demographic and student enrollment data to more descriptively define the intended student population and emphasize their commitment to student learning in the mission statement. The team further recommends that course and program planning be explicitly linked to the defined population so the college is able to clearly assess its success in institutional planning, decision making, and meeting student needs as related to its mission. (Standards I.A; I.A.1; I.A.4; II.B.3: ER 2)

Visiting team finding 2012: ...thorough integration of the new mission with documented budget and planning processes has not been demonstrated (ACCJC letter Feb. 11, 2013).

The college is following its process using the mission statement to guide decision making with documented budget and planning processes. Modesto Junior College has met the standard for institutional planning and resource allocation as informed by its mission statement.

Modesto Junior College Mission Statement

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

Thorough Integration of the Modesto Junior College Mission Statement

The mission statement informs planning across the college, including program review, strategic planning and budget planning [1.01, 1.02, 1.03]. For example, in summer 2013 the Resource Allocation Council recommended funding requests for improved instructional technology [1.04]. This decision supports the mission statement’s focus on “programs and services informed by the latest scholarship of teaching and learning.”

Program planning, decision making, and resource allocation processes are supported by the MJC governance council structure; these processes are informed by the college mission [1.01]. With the restored improved financial outlook for California community colleges, the Yosemite Community College District allocated Modesto Junior College three new faculty growth positions, and nine faculty replacement positions (retirements or other) for fiscal year 2012-2013. Informed by the MJC mission, the Academic Senate recommended...
these 12 faculty positions be filled with one year temporary appointments [1.05]. This recommendation was supported by the Instruction Council and College Council [1.06, 1.07]. These temporary appointments afforded time for the Academic Senate and the college administration to update a hiring prioritization process that relies on the college mission, data, and state priorities [1.08, 1.09]. This demonstrates that MJC’s institutional planning, decision making, and resource allocation is tied to the college mission.

Refining the Mission

March 29, 2013 a District planning session was held to align the District mission statement with its two college mission statements [1.10]. The recommendation was made to eliminate the second paragraph of the MJC mission statement because it was more of a value statement. This recommendation was discussed at College Council on April 8 and July 9, 2013 and revised in College Council on August 13, 2013 [1.07, 1.08, 1.11]. The Board of Trustees approved the revised mission statement on September 11, 2013 [1.12].

Modesto Junior College has met the standard for the mission statement, and engages in continuous quality improvement.
Modesto Junior College Recommendation Two

Visiting team finding fall 2011: The team recommends the college attain the level of proficiency according to the ACCJC Rubric for Student Learning Outcomes by 2012. The college must ensure that faculty members differentiate between course learning outcomes and course objectives. It must also establish clear standards for assessing course learning outcomes that will inform course-level curricular and pedagogical improvement. In addition, the college must complete its development of outcomes at the program and institutional levels. The college must demonstrate that it assesses the outcomes and uses them in college decision making processes to improve institutional effectiveness. The college must create venues to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Student Services must develop and implement student learning outcomes, establish systems of assessment to make improvements in the delivery of its programs and services, and communicate to students these learning outcomes. (Standards I.B.1, I.B.3, I.B.4, I.B.5, I.B.6; II.A.2.i, II.B.4; ER10).

Visiting team finding fall 2012: While the college believes they have achieved proficiency, the evidence shows that while their new Resource Allocation Process is in place (fall, 2012), the assessment data that is to inform program review was also developed in the Fall Flex day, 2012, so from this year forward program reviews will be informed by assessment data in a consistent manner. However, data collection is not coordinated. Who uploads assessment data is not clear. Faculty uploads assessment data for CLOs, but there was no consistent answer from the college community about who uploads PLO and ILO assessment data. It is not clear how the college assessment efforts are linked to the assessment efforts of the district or how assessment results inform district planning and resource allocation. (ACCJC letter December 5, 2012)

Modesto Junior College has met the standard for student learning outcomes including the level of proficiency in accordance with the ACCJC Rubric for Student Learning Outcomes (SLOs).

Program Review is Informed by Assessment Data in a Consistent Manner

The college continues to follow its process for assessing student learning outcomes and using the data to inform resource allocation. Course learning outcomes (CLOs) are mapped to and inform: program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). Administrative unit outcomes (AUOs) for instructional and non-instructional areas are mapped to and inform institutional learning outcomes.
A program review template consisting of uniform data elements is utilized by all units. This ensures consistency in the data collected. The ten required data elements are: Program overview; prioritized strategic goals; responses to prior year; program personnel; outcomes; curriculum; trend analysis; long range planning; resource requests; and summary. These fields are codified in the CurricUNET software program [2.01, 2.02].

As part of MJC’s commitment to continuous quality improvement, the constituent groups and governance councils have engaged in discussion of a new time line that expands the program review cycle into a five year sequence [2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10]. The new program review calendar aligns with the existing five year curriculum review cycle in a manner that program review, assessments, and curriculum flow together.

**PLO and ILO Assessment Data**

Course learning outcomes, service area outcomes, and unit area outcomes data are put in during program review by each review author(s). Additionally, an administrative specialist position was created and filled in spring 2013 that supports all aspects of assessment including data entry and retrieval as needed. The Accreditation/Assessment Process Specialist job duties include maintaining and tracking assessment information, such as higher level outcomes assessment at the program, general education and institutional levels [2.11].

**MJC Assessment Dialogue**

Assessment topics are included regularly on the agenda or are standing agenda items in participatory governance venues, including College Council [2.12], Instruction Council [2.13], Student Services Council [2.14], Accreditation Council [2.04] and the Academic Senate [2.15]. Specific workshops serve as venues for discussion, including flex activities during fall and spring institute days [2.16, 2.17, 2.18]. Workgroups to address particular assessment issues provide additional forums for the campus faculty, staff, and students to engage in learning outcomes [2.19, 2.20].

**Assessment Informs Program Review**

Program review is driven by SLO data. The resource requests from program review drive resource allocation through the Resource Allocation Council. The steps from 2011 program review to their ultimate funding in 2013 demonstrate this process and its completion.

- Resource needs were determined in the 2011 program review process [2.21].
- These resource needs were routed through the participatory governance process in the 2012-2013 academic year, and forwarded to the Resource Allocation Council [2.22].
• The Resource Allocation Council applied its guiding principles [2.23] and recommended funding of $150,000 to multiple resource needs to benefit faculty/students in the teaching/learning process [2.24].

MJC is following established processes for assessment and program review while engaging in continuous quality improvement through dialogue, self-evaluation and revision of processes. To that end, five instructional areas went through a pilot PLO and GELO assessment process in the 2013 academic year as guided by the Outcomes Assessment Workgroup (led by the Academic Senate president) [2.25, 2.26]. The Curriculum Committee is improving its process by reviewing SLOs and accepting recommendations for modifications routed through the Outcomes Assessment Workgroup [2.27]. In addition, a faculty liaison from Outcomes Assessment Workgroup reports out at Curriculum Committee through a regular standing agenda item [2.28, 2.29]. In order to more fully codify the outcomes assessment process, a draft MJC SLO Handbook has been presented to various faculty governance committees and ratification is pending [2.06, 2.09, 2.30].

Modesto Junior College has met the standard for student learning outcomes, and continues to improve its processes.
Modesto Junior College Recommendation Five

Visiting team finding fall 2011: In order to fully meet the standard, the team recommends the college strengthen and clarify the linkages and complete the cycle within the planning and budget process to ensure institutional effectiveness; engage in consistent systematic evaluation of the process; and codify, publish and adhere to the process. In addition, the college must integrate student learning outcome assessment results into the planning and budget process and strengthen the integration of technology planning with integrated planning and resource allocations. (Standards I.B.4, I.B.5, I.B.6, I.B.7, II.A, II.B, III.C.2, III.D.1)

Visiting team finding fall 2012: The college has recently created a resource allocation process that integrates learning outcomes assessment data into the program review process; however, the entire process still needs to be written and shared with the campus community, and it needs to show the linkages between assessment, program review, and the different college councils (ACCJC letter Feb. 11, 2013)

MJC has codified, published, and adheres to its process for budget development and resource allocation. The process incorporates student learning outcomes assessment to inform spending and is reviewed annually to ensure effectiveness of institutional process. Modesto Junior College meets the standards for integrated planning and budget process.

A new governance structure with expanded participatory councils was implemented fall 2012, evaluated spring 2013, and revised fall 2013 to enhance the decision-making process at Modesto Junior College [5.01, 5.02]. The new governance structure evolved through the revision and adoption of the MJC participatory decision making handbook, Engaging All Voices, and in consultation with the Academic Senate [5.03, 5.04] (also discussed in response to recommendation 6). The new decision-making structure provides a framework for flow of inputs and recommendation pathways leading to transparent decision-making grounded in accountability and communication.

Budget Development and Resource Allocation

Resource Allocation Council (RAC) is the shared governance group charged with making recommendations to College Council (CC) regarding the college’s processes for institutional budget development including:

- development and implementation of a process by which unit program reviews and the college strategic goals are linked to resource allocations;
- prioritization of expenditures based on the process described above.
The RAC has established guiding principles that serve as the foundation for budget and resource allocation consideration and recommendation for the college [5.05]. The framework for budget development and resource allocation relies primarily on program review for resource requests and includes an open opportunity for resource allocation requests to be brought forward during the annual budget development process.

The $ graphic was designed to illustrate the process and framework for both budget development and resource allocation at Modesto Junior College [5.06]. The budget development and resource allocation framework relies on collegial consultation throughout the process and is flexible to support allocation of funds from a variety of sources throughout the academic year.

**Resource Requests**

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Program review is focused on program improvement, which includes analysis of student learning outcomes, student achievement data and workforce needs [5.07]. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives [5.08].

The resource allocation requests are integrated with the requests derived from program review at the division level. The requests are ranked by the division before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general fund, restricted fund, and grant funds. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the RAC.

**Resource Allocation**

RAC designates available resources to specific resource requests. The council upholds the guiding principles as they identify the resource requests that best align with the funding restriction, if any [5.04]. The council recognizes and respects the difficult responsibility of allocation of limited resources that are insufficient to fulfill the requests. To facilitate unbiased consideration, the council may discuss priorities or develop a rubric for fund expenditures, before review of specific requests. Resource allocation recommendations are forwarded to College Council as consent agenda items for recommendation to the president.
Assessment, Program Review, and Council

Program review includes analysis of SLO assessment data leading to resource requests. In summer 2013 RAC completed fund allocation using prior program review requests [5.09, 5.10].

- Resource needs based on learning outcomes was established from 2011 program reviews [5.09].
- The list was transitioned through the shared governance process through 2012-2013 academic year, including area managers, workgroup review party, and finally the RAC [5.10].
- The RAC applied its guiding principles [5.05] and assessed the top needs, requests unfunded by other sources, and themes in the requests (improved instructional technology) and recommended funding $150,000 dollars in unrestricted funds.

The RAC assessed the effectiveness of the council decision-making process including budget development and resource allocation spring 2013. The RAC assessment aligned with the administrative assessment of the budget development process and resource allocation process. An administrative reorganization was enacted to fully support participatory decision-making in budget development and resource allocation for Modesto Junior College [5.01]. Evaluation of practice led to implementation of change in support of continuous quality improvement.

Program review at Modesto Junior College is also being revised to increase effectiveness through the evaluation and analysis process. The college continues to engage in the current process of program review while the campus engages in discussions on improving assessment and program review to inform resource allocation. As a result, five instructional areas went through a pilot PLO and GELO assessment process in spring 2013 as guided by the Outcomes Assessment Workgroup [5.11, 5.12] and an additional cohort will be engaged in the process fall 2013.

A new timeline is being proposed by the Academic Senate and considered in governance councils that would expand the program review cycle into a five year sequence [5.13 5.14, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20]. The new calendar folds in the existing five year curriculum review cycle so that program review, assessments, and curriculum would be integrated in a manner that supports student success.

Modesto Junior College has met the standard for resource allocation, and continues to improve on its processes.
Modesto Junior College Recommendation Six

Visiting team finding fall 2011: In order to meet the standard, the college must assess the current governance structure, review and implement changes to strengthen its infrastructure, and evaluate it on a regular basis. The team recommends the college develop a comprehensive participatory governance handbook that clearly identifies roles and responsibilities of participatory governance committees and constituent roles in the participatory process. (Standards IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3.)

Visiting team finding fall 2012: While the college has developed a handbook, the handbook has not been adopted by all the constituent groups, and planning agenda for recommendation 6 notes: “During spring 2014, the handbook will be reviewed, assessed, and evaluated...” (ACCJC letter Feb. 11, 2013)

The college continues to follow its process for participatory governance as codified in Engaging All Voices: MJC Participatory Decision Making Handbook, fall 2012. Modesto Junior College has met the standard for participatory governance.

With the established participatory governance process, beginning spring 2013 governance meetings were held at least monthly [6.01, 6.02, 6.03, 6.04, 6.05, 6.06] with the ratified membership of faculty, staff, students and administration. Each council has developed and adopted a charge, responsibilities and processes [6.07, 6.08, 6.09, 6.10, 6.11].

The goals of the new governance structure, and the six councils, are to improve MJC’s processes and practices, and to promote continuous quality and efficiency of the college.

Each council self-assessed its processes and charge in spring 2013, and forwarded minor modifications to College Council on April 22, 2013 [6.12]. The Academic Senate worked with the college president to make revisions to Engaging All Voices: MJC Participatory Decision Making Handbook, which the Senate then endorsed on September 5, 2013 [6.13, 6.14]. College Council approved the revised document on September 9, 2013 [6.15]. The revised handbook is posted on the MJC website [6.16]. The plan to review, assess, evaluate, and modify (if necessary) Engaging All Voices: MJC Participatory Decision Making Handbook will occur in spring 2014.

Modesto Junior College has met the standard for participatory governance, and continues to improve on its processes.
Modesto Junior College Recommendation Seven

Visiting team finding fall 2011: In order to meet the standard, the team recommends the college develop and implement a distance education plan as identified in the Substantive Change Report, 2010. (Standards IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3.)

Visiting team finding fall 2012: The college is still working to deploy student services software for online access to counseling (ACCJC letter Feb. 11, 2013)

Modesto Junior College delivers online support services for students, including those enrolled in distance education courses, to persist and succeed in their educational goals.

Following its participatory governance process, the Modesto Junior College College Council approved its comprehensive five year distance education plan, Modesto Junior College Distance Education Plan 2012-2017, on April 16, 2012 [7.01, 7.02]. The college continues to implement its strategic planning process for distance education [7.03]. The college has met the standard.

As part of implementing the DE Plan, the MJC counseling department piloted a new program to provide online students synchronous meetings with counselors in a virtual environment. The new computer application is called ‘Join Me’, which allows a counselor to share his/her computer screen with a student during an online counseling session. It was piloted on a small, trial basis in spring 2013 [7.04, 7.05, 7.06, 7.07]. With success in delivering sessions in this format, the service is now fully implemented as of fall 2013. The college is meeting this standard, recommendation, and actively implementing its strategic plan [7.08].
Appendix A
Yosemite Community College District Recommendation Two
Evidence

2.01 District Planning Session Meeting Notes, 3.29.13 with Mission Alignment Across YCCD Table

2.02 District Council Agenda and Minutes, 4.27.11

2.03 YCCD Strategic Plan 2007-2015

2.04 Board of Trustees Agenda and Minutes, 5.11.11

2.05 District Council Agenda and Minutes, 4.25.12

2.06 Columbia College Council Minutes, 2.3.12

2.07 Columbia College Council Minutes, 4.5.13

2.08 Institutional Effectiveness Assessment Workshop Minutes, 5.15.12

2.09 MJC Strategic Planning Workshop Summary, Mission Statement Development Minutes, 8.23.12

2.10 College Council Agenda and Minutes, 10.1.12

2.11 Board of Trustees Agenda and Minutes, 10.10.12

2.12 College Council Agenda and Minutes, 7.9.13

2.13 Board of Trustees Agenda and Minutes, 9.11.13

2.14 Screenshot of Curriculum Submission Through CurricUNET that shows Alignment with College Mission

2.15 Big Picture Budget Discussion Group (BPBDG) Columbia College, 10.12.12 to 9.19.12, Agendas and Minutes

2.16 Resource Allocation Council Agendas and Minutes from 10.19.12 to 8.8.13

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix A
Yosemite Community College District Recommendation Three
Evidence

3.01 District Board Policy 2430, 9.12.12
3.02 District Board Policy 2430.1, 8.14.13
3.03 Board of Trustees Agenda and Minutes, 8.14.13

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix B
Modesto Junior College Recommendation One
Evidence

1.01 Engaging All Voices Handbook, with Mission Statement
1.02 MJC Budget Development & Resource Allocation Process Graphic
1.03 Screen Shot of CurricUNET, First Input Screen for Program Review
1.04 Resource Allocation Council Agenda and Minutes, 8.8.13
1.05 Academic Senate Agenda and Minutes, 4.4.13
1.06 Instruction Council Agenda and Minutes, 4.9.13
1.07 College Council Agenda and Minutes, 4.8.13
1.08 College Council Agenda and Minutes, 8.13.13
1.09 Academic Senate Agenda and Minutes, 9.5.13
1.10 District Planning Session Meeting Notes, 3.29.13 with Mission Alignment Across YCCD Table
1.11 College Council Agenda and Minutes, 7.9.13
1.12 Board of Trustees Agenda and Minutes, 9.11.13

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix B
Modesto Junior College Recommendation Two
Evidence

2.01 Screen Shot of CurricUNET, First Input Screen for Program Review
2.02 Screen Shot of CurricUNET, Program Review Assessment Template
2.03 Instruction Council Agenda and Minutes, 2.26.13
2.04 Accreditation Council Agenda and Minutes, 2.28.13
2.05 College Council Agenda and Minutes, 7.9.13
2.06 Academic Senate Agenda and Minutes, 7.23.13, 8.15.2013 and Cycle Graphic
2.07 College Council Agenda and Minutes, 4.22.13
2.08 Learning Outcomes Presentation, 5.9.13
2.09 Curriculum Committee Training Session–Agenda and Handout, 9.6.13
2.10 Curriculum Committee Agenda and Minutes, 9.10.13
2.11 Job Announcement, Accreditation/Assessment Process Specialist, 4.5.13
2.12 College Council Agendas and Minutes, 10.8.12 to 9.9.13
2.13 Instruction Council Agendas and Minutes, 2.12.13 to 3.26.13
2.14 Student Services Council Agenda and Minutes, 2.08.13 to 4.26.13
2.15 Academic Senate Agendas and Minutes, 11.1.12 to 8.29.13
2.16 Schedule for Assessment Day, Fall 2012
2.17 Schedule for Institute Week, Spring 2013
2.18 Schedule for Institute Week, Fall 2013
2.19 ILO Workshop Minutes, 2.13.13, 3.13.13 and 4.10.13
2.20 Outcomes Assessment Workgroup Agendas and Minutes, 10.30.12 to 8.20.13
2.21 Spreadsheet of Funding Request from Program Review, 2011
2.22 Resource Allocation Council Agenda and Minutes, 7.9.13 and 8.8.13
2.23 Resource Allocation Guiding Principles, November 2012
2.24 College Council Agenda, Minutes and RAC Handout, 9.9.13
2.25 Outcomes Assessment Workgroup Agendas and Minutes, 3.5.13 and 3.19.13
2.26 Business: AS Degree, Accounting Document/Pilot PLO/GELO from Business Administration, Spring 2013
2.27 Curriculum Meeting Minutes, pages from the Curriculum Megaminutes, Showing Review of Learning Outcomes, 9.11.12, 4.10.12, 11.6.12, 11.20.12, 12.4.12 and 2.19.13
2.28 Curriculum Meeting Minutes, Outcomes Assessment Workgroup/Curriculum Committee Liaison Role Approved, pages from the 12.4.12 and 2.5.13 Meetings
2.29 Curriculum Meeting Minutes of 10.23.12, page 1642 from the Curriculum Megaminutes

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix B
Modesto Junior College Recommendation Five
Evidence

5.01 Engaging All Voices, Revised 8.26.13
5.02 Summary of Evaluation at Resource Allocation Council, 4.19.13
5.03 Academic Senate Agenda and Minutes, 4.4.13
5.04 Resource Allocation Council Agenda and Minutes, 4.5.13
5.05 Resource Allocation Guiding Principles, 11.2012
5.06 MJC Budget Development & Resource Allocation Process Graphic $
5.07 Screen Shot of CurricUNET, First Input Screen for Program Review
5.08 Resource Request Form, Annual
5.09 Spreadsheet of Funding Requests from Program Review, Fall 2011
5.10 Resource Allocation Council Agendas and Minutes, 7.9.13 and 8.8.13
5.11 Outcomes Assessment Workgroup Agendas and Minutes, 3.5.13 and 3.19.13
5.12 Business: AS Degree, Accounting Document/Pilot PLO/GELO from Business Administration, Spring 2013
5.13 Learning Outcomes Presentation, 5.9.13
5.14 College Council Agenda and Minutes, 4.22.13
5.15 Instruction Council Agenda and Minutes, 2.26.13
5.16 Accreditation Council Agenda and Minutes, 2.28.13
5.17 College Council Agenda and Minutes, 7.9.13
5.18 Academic Senate Agenda and Minutes, 7.23.13, 8.15.13 and Cycle Graphic
5.19 Curriculum Committee Training Session−Agenda and Handout, 9.6.13
5.20 Curriculum Committee Agenda and Minutes, 9.10.13

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix B
Modesto Junior College Recommendation Six
Evidence

6.01 College Council Agendas and Minutes, 1.28.13 to 9.9.13
6.02 Resource Allocation Council Agendas and Minutes, 11.2.12 to 8.8.13
6.03 Instruction Council Agendas and Minutes, 1.29.13 to 4.23.13
6.04 Student Services Council Agendas and Minutes, 2.8.13 to 4.26.13
6.05 Facilities Council Agendas and Minutes, 3.18.13 to 7.24.13
6.06 Academic Senate Agendas and Minutes, 12.6.12 to 9.5.13
6.07 College Council Charge
6.08 Resource Allocation Council Guiding Principles November 2012
6.09 Instruction Council Charge
6.10 Student Services Council Charge
6.11 Facilities Council Charge
6.12 College Council Agenda and Minutes, 4.22.13
6.13 College Council Agenda and Minutes, 8.13.13
6.14 Academic Senate Agenda and Minutes, 9.5.13
6.15 College Council Agenda and Minutes, 9.9.13

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html
Appendix B
Modesto Junior College Recommendation Seven
Evidence

7.01 College Council Agenda and Minutes, 4.16.12
7.02 Modesto Junior College Distance Education Plan 2012-2017
7.03 MJC Substantive Change Report for Distance Education, 2010
7.04 Counseling Department Meeting Agendas and Minutes, 11.29.12 and 5.2.13
7.05 Distance Education Advisory Committee Agendas and Minutes, 12.13.12 and 1.24.13
7.06 Distance Education Advisory Committee Support Services Meeting Agendas, 1.22.13 and 2.26.13
7.07 Distance Education Committee Agenda and Minutes, 9.16.13
7.08 Additional Information on Implementing DE Plan

http://www.mjc.edu/general/president/Accreditation/evidencefor2013followupreport.html