Institutional Self Evaluation Using Commission Standards
Standard I.A: Institutional Mission and Effectiveness
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.

I.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.

The Yosemite Community College District (YCCD) Mission Statement reads: “The Yosemite Community College District is committed to serve the needs of our diverse community through excellence in teaching, learning and support programs, contributing to social, cultural and economic development.” [Ref. IA-1] As one of two colleges in the district, Modesto Junior College has developed its mission, vision and core values in the context of the educational purposes that are defined by the YCCD mission statement as well as the district’s vision and core values. Modesto Junior College’s (MJC) educational purpose, intended student population and commitment to student learning are contained in the college’s Mission, Vision, and Core Values approved by the YCCD Board of Trustees in July 2008 and reaffirmed in October 2010 [Ref. IA-2].

The Mission Statement reads [Ref. IA-3]: “Modesto Junior College provides a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of our diverse community.”

As an institution of higher education, the college fulfills this mission through “University Transfer Education, General Education, Career & Technical Education, Basic Skills Education, Workforce Development, Civic Engagement, Comprehensive Student Services, Community Education, Partnerships with the Community and Economic Development.”

Through its Vision Statement, “MJC will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world.” The college is “... the first choice for educational excellence in our community.”

MJC’s Core Values are directly linked to the Mission and Vision:

- Excellence—We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement.
- Inclusiveness—We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration and the free exchange of ideas.
- Integrity—We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment.
- Learning—We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities.
- Stewardship—We value social responsibility and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.

The mission statement demonstrates that the charge of the college is to support its diverse student population in attaining their educational goals in a supportive environment. This statement—supported and expanded by the vision statement and core values—defines the college’s broad educational purposes by clearly listing educational goals, including transfer, lifelong learning and career technical education.

The intended student population identified in the mission, vision and core values statements aligns...
well with the college’s location and role as an institution of higher learning in the Central Valley region of California. Because the student population is highly diverse in terms of ethnic, socio-economic, and academic background [Ref. IA-4], the college has numerous programs and services that support its diverse student population’s learning needs: Extended Opportunity Programs and Services (EOP&S); Disabled Student Programs and Services (DSPS); Bridge Program, First Year Experience (FYE) Honors Program; Make the Connection; and Athletic Counseling, to mention a few.

Modesto Junior College’s Mission, Vision and Core Values Statements truly reflect the needs of its constituents and a commitment to student learning. The college conducts a periodic review of its Mission Statement as part of institutional effectiveness, and there is a campus-wide acknowledgement and awareness that the mission drives all processes at the MJC. In the spring 2010 MJC Climate Survey, 86 percent of faculty, staff and administrative respondents “agreed” or “strongly agreed” with the statement that “MJC has a strong commitment to a mission that emphasizes achievement of student learning” while 69 percent of those responding to the question agreed that “The college Mission Statement guides all levels of planning and decision-making at MJC [Ref. IA-5].”

On August 16, 2010, at a workshop co-sponsored by the college’s Planning and Budget (PBC) and Accreditation/Institutional Effectiveness (AIE) committees, committee members facilitated a broad-based dialogue concerning the suitability and efficacy of the college Mission Statement [Ref. IA-6]. Following the workshop, similar dialogue was held among the membership of the College Council, which resulted in a decision that the document be forwarded to the Board of Trustees through the Chancellor with a recommendation for reaffirmation [Ref. IA-7]. The Board acted to reaffirm the Modesto Junior College Mission Statement on October 13, 2010 [Ref. IA-2].

### I.A.1

**The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

**Descriptive Summary**

Modesto Junior College’s mission statement was crafted, revised and reaffirmed as a direct response to the character of its intended student population and its purposes in meeting the educational needs of this population and the local community.

To achieve the college’s mission, programs and course offerings at MJC are created, revised and supported based on stakeholder need and demand (determined by the data below). The college’s instructional programs can be classified into three different areas of study: general academics, pre-collegiate and basic skills, and career and technical education. The size and scope of these educational programs reflect the diverse and fluctuating needs of the students and community.

MJC identifies its intended student population, their educational goals and objectives, and their level of satisfaction by using data from a number of sources [Ref. IA-8]: the California Community College Chancellor’s Office (CCCCO) Data Mart, the college’s Institutional Effectiveness Report, the Community College Survey of Student Engagement (CCSSE), external scans, labor market information, and general surveys. The college’s commitment to its mission that supports student-centered learning is evidenced by the continual assessment of program development opportunities in new and emerging fields, by the establishment of objectives for increasing successful course completion, transfer and retention rates, and by the utilization of resources such as the state Basic Skills Initiative and federal Title 5 grants toward the accomplishment of the college mission and its related objectives [Ref. IA-9]. Other examples include the continual fostering of diverse community partnerships, ongoing assessment and improvement in CTE programs based on input from industry advisory committees, and the implementation of initiatives that support student, faculty and staff diversity.
General education courses account for a majority of course offerings at the college. General education courses serve students who intend to transfer to 4-year institutions to complete Bachelor's degree [Ref. IA-10]. Student learning is the driving force behind the development of curriculum, and curricula and program requirements are reviewed by faculty (including counselors), educational administrators and the articulation officer (a faculty member) to ensure alignment with institutional and state regulations [Ref. IA-11]. The college uses enrollment and student data to construct a range of course offerings each semester that reflects student need and demand. The Instructional Administrators’ Council (IAC), in response to recent budget challenges, has developed a scheduling matrix that prioritizes the college’s curriculum driven by the Mission Statement [Ref. IA-12]. The Mission Statement continues to focus and direct dialogue and discussion regarding programs and offerings in light of the current fiscal situation.

Approximately 83 percent of entering MJC students assess below college-level mathematics, and 71 percent assess below college-level English [Ref. IA-13]. Recognizing that a large population of its students require some level of remedial course work, the college established an ad hoc Basic Skills Initiative Task Force in 2008 and created a standing Student Success Committee in Fall 2008 to focus on integrating the college’s efforts to improve student learning and success in pre-collegiate and basic skills curriculum, supplemental instruction, tutorial and library/learning resources [Ref. IA-14].

In 2010-11, the new Student Success Advisory Committee was formed to address specific needs with regard to persistence, learning, and success. The purpose of the Student Success Advisory Committee, reporting directly to the college President, is to maximize campus resources and identify pathways for student success [Ref. IA-15]. The advisory committee is tasked with enabling the college to match the needs of the intended student population with the appropriate programs and services as well as ensuring that student success efforts are aligned with the college mission and reinforce the college’s strategic goals.

Likewise, CTE programs align student preparation with the specific needs of local workforce. Student preparation in the CTE programs is closely monitored by faculty and administrators using guidelines, advisory committees, and local needs of programs, as detailed in Standard II.A.2.b.

Facilitating student achievement and success is the college’s priority and is central to every course, program, student service area and administrative unit on campus. Each instructional and operational unit measures and assesses outcomes annually to ensure student learning and success. Once evaluated, action plans are designed and implemented for courses, programs, and service areas throughout the institution. This process is monitored and reviewed by the Assessment Work Group [Ref. IA-16]. Examples of best college practices in these assessments and improvements were presented to the college community at the Fall 2010 Institute Day. Attendees viewed presentations from a faculty member who assessed her course outcomes, the Dean of Science, Mathematics and Engineering who evaluated the services provided by the Math Drop-in Center and the Dean of Literature and Language Arts who shared assessment results from the operation of the Writing Center [Ref. IA-17].

Course level student learning outcomes have been developed for every class at the college and are included on course syllabi, as required by ACCJC [Ref. IA-18]. Fifty-seven of MJC’s degrees, programs and certificates have developed program outcomes (published in 2010-11 MJC Catalog) [Ref. IA-10]; the Assessment Work Group’s goal is to have outcomes for all programs by December 2011. All Instructional Program Review, Student Services Unit Review and Administrative Unit Review conducted by the college are available on the college’s Accreditation/Institutional Effectiveness (AIE) Committee webpage [Ref. IA-19]. The results of assessment of outcomes are published in the Assessment Work Group’s Annual Comprehensive Assessment Report [Ref. IA-20].

To further enhance the educational experience and increase success of its students, MJC offers a number of student services to the general student population and students with special needs. A description of the available services is found in Standard II.B.1.


Self Evaluation

The college meets the Standard. As an institution of higher education, the college fulfills its mission through “…University Transfer Education, General Education, Career Technical Education, Basic Skills Education, Workforce Development, Civic Engagement, Comprehensive Student Services, Community Education, and Partnerships with Community and Economic Development.” MJC’s focus on student learning and success allows the college to be flexible to adapt to the changing needs of a diverse student population. The college recognizes that in order to prepare students for future success, the curricula and services must be relevant and current.

The systematic collection and review of data related to student achievement and success, student demographics, educational goals, and community needs have allowed the college to develop courses, programs, and services to meet the needs of its students [Ref. IA-21]. Weekly “Just the Facts” emails sent by the Office of College Research and Planning have helped to keep the college informed about the profile of the student composition [Ref. IA-22].

In order to best serve the needs of students, the college has renewed its commitment to student learning and success. The newly formed Student Success Advisory Committee ensures that student success efforts are aligned with the college mission and reinforce the college’s strategic goals as well as promoting an environment that enhances students’ academic success, attainment of educational goals, and satisfaction with their educational experience at MJC [Ref. IA-15]. The establishment of the Assessment Work Group has provided assistance to facilitate outcomes assessment at the course, program and institutional level to improve the effectiveness of Modesto Junior College in carrying out its mission.

Planning Agenda

None.

I.A.2

The mission statement is approved by the governing board and published.

Descriptive Summary

The Mission, Vision and Core Values Statements appear in both the printed and electronic publications of the MJC Catalog [Ref. IA-10]. It is also displayed on the college website. Posters of the statements are prominently displayed throughout the college in faculty offices, classrooms, and service areas. These posters were distributed to the college community at the fall 2008 Institute Day. The college’s planning documents also contain the Mission Statement [Ref. IA-23].

In summer 2010, campus-wide re-examination of the Mission, Vision and Core Values Statements by the Planning and Budget and AIE Committees led to the reaffirmation of the Mission Statement that was approved by College Council in September 2010 [Ref. IA-7]. This approval of the Mission Statement was then brought to the YCCD Board of Trustees for their review and approval [Ref. IA-2]. During the examination process, the Planning and Budget Committee decided to convene a task force to conduct a more thorough review of the college’s Mission Statement during the 2010-11 academic year. The recommendations from the task force will be addressed in the Planning and Budget Committee’s annual review of the Mission, Vision and Core Value Statements in August 2011.

Self Evaluation

The college meets the Standard. The college’s Mission Statement revision, publication and approval (by the YCCD Board of Trustees) process is well developed and established. The Mission, Vision and Core Values Statements of the college is broadly published, posted, and disseminated both physically and throughout the college’s planning documents. The spring 2010 MJC Climate Survey assessed employee familiarity with the Mission, Vision and Core Values Statements. Results showed that a great majority of college employees believe that MJC has a strong commitment to a mission that emphasizes achievement of student learning (86.0 percent agree or strongly agree). The survey also showed that 79.5
percent of responding employees indicated that they knew where to locate the college's Mission Statement. The college community believes that MJC makes a conscious effort to support student learning (85.6 percent) [Ref. IA-5].

The college ensures that its mission, vision and core value statements are reviewed, revised by the participatory governance process and approved by the governing board. The mission statement is used as the basis for activities at the college and is published in many documents and plans and throughout the college.

Planning Agenda

None.

I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Regular review of the mission, vision and core values statements is conducted by campus constituents, and statements are either reaffirmed or revised. In 2005, the Yosemite Community College District (YCCD) convened a group of district and college personnel (from both colleges) to revise its mission statement. Arising from those discussions, a new Vision 2010 was developed to guide and direct the colleges [Ref. IA-24]. Modesto Junior College, in spring 2006, developed new Mission, Vision and Core Values Statements following a workshop consisting of broad college representation. The proposed Mission Statement was then presented to the participatory governance process at the college; College Council recommended the adoption of the new Mission Statement in March 2006 [Ref. IA-25]. The Mission Statement adopted through this process was not, however, approved by the Board of Trustees. Consequently, the process was revitalized in 2007-08, resulting in the creation of a Mission Statement that was adopted by the Board of Trustees in July 2008 [Ref. IA-26] and reaffirmed by the Board in October 2010 following a campus-wide dialogue conducted under the auspices of the Planning and Budget Committee, Accreditation/Institutional Effectiveness Committee and the College Council [Ref. IA-2].

In January 2008, at the direction of the college President, a Strategic Planning Task Force was formed and charged with developing MJC’s Strategic Plan for the next three to five years [Ref. IA-23]. Facilitated by a consultant, the task force reviewed, revised and updated the college's Mission, Vision and Core Values to frame the dialogue for strategic planning. Input from all constituents was compiled and reviewed by the task force. After final revisions and input from all groups—including faculty, staff, administration and students—the refined mission statement was affirmed by College Council in spring 2008 and accepted by the Board of Trustees in July 2008 [Ref. IA-26]. Posters of the Mission, Vision and Core Values Statements were distributed to the college community at fall 2008 Institute Day.

The Planning and Budget Committee (PBC) is charged with the annual review and, if necessary, revision of the mission statement. In August 2010 during its annual planning workshop, the committee recommended the reaffirmation of the mission [Ref. IA-6]. The college President presented this recommendation to College Council on September 2010; each constituent group took the reaffirmation back to their groups for review/comments. On September 27, 2010, College Council reaffirmed the college’s mission statement [Ref. IA-7]. The mission statement was accepted at the YCCD Board Meeting in October 2010 [Ref. IA-2].

Self Evaluation

The college meets the Standard. Modesto Junior College constituency groups regularly examine the Mission, Vision and Core Values Statements. Suggestions are solicited, reviewed, discussed, and examined by the participatory governance processes at the college. Revisions or reaffirmations of the statements are approved by the College Council. The recent reaffirmation of the statement was effective because it involved not only administrators, faculty and staff from every area on campus who serve on
College Council, but also their constituents, in active dialogue.

The spring 2010 MJC Climate Survey indicated that the mission statement is well communicated to the college community [Ref. IA-5]:

- 86.0 percent of employees strongly agreed/agreed that MJC has a strong commitment to a mission that emphasizes achievement of student learning.
- 78.4 percent strongly agreed/agreed that MJC works collaboratively with its communities.
- 75.1 percent strongly agreed/agreed that MJC adequately responds to the diverse needs of its communities.
- 85.6 percent strongly agreed/agreed that MJC makes a conscious effort to support student learning.
- 79.6 percent strongly agreed/agreed with the statement that “I know where to locate MJC’s mission statement.”

The revision to the Mission Statement reflects an emphasis on student success and student learning. It also places diversity as an integral part of the successful learning and teaching experiences at the college. The modification to the Values Statement reflects commitment to success of all students and flexibility to respond to student needs and current global issues.

**Planning Agenda**

None.

**I.A.4**

The institution’s mission is central to institutional planning and decision-making.

**Descriptive Summary**

The college begins with the Mission Statement in all institutional planning and decision-making. All program reviews (instructional, student support services and administrative unit) are linked to the Mission Statement and the Strategic Plan [Ref. IA-27].

In summer 2008, and in keeping with the recommendations of the Accreditation Commission of Community and Junior Colleges (ACCJC) visiting team, Modesto Junior College participated in a campus-wide evaluation of the governance procedures and processes using the Mission Statement at the core of every discussion and meeting [Ref. IA-28]. Following this assessment, the college established two new Academic Senate standing committees: the Accreditation/Institutional Effectiveness (AIE) and the Planning and Budget (PBC) Committees. The AIE Committee, through its Assessment Work Group, ensures that all student learning outcomes (course-, program-, and institution-level) are aligned with the college’s mission and planning processes [Ref. IA-29].

The Planning and Budget Committee, which is guided by the Mission Statement, takes an active role in budget review and development [Ref. IA-30]. Resource allocation is driven by the mission and strategic goals of the college. All programs and services establish goals and student learning outcomes that align with the mission, vision and core values of the college [Ref. IA-27]. Using data from the Office of College Research and Planning, analyses contained in instructional, student services and administrative unit program reviews, the many planning documents, and other sources of evidence, the PBC engages in ongoing and systematic planning and evaluation to ensure that the college mission is fulfilled.

Planning at the college can be found in the MJC Educational Master Plan [Ref. IA-31], the MJC 2008-2013 Strategic Plan [Ref. IA-23], the MJC Facilities Master Plan [Ref. IA-32] and the MJC Technology Plan [Ref. IA-33], each of which is guided by the mission statement. Planning processes at the college take into consideration the college’s Strategic Plan; AIE is the body that is tasked with ensuring that all planning processes are integrated with existing plans as well as falling within the college’s mission.
Self Evaluation

The college meets the Standard. The college mission, vision, and core values drive integrated planning, decision-making and review processes at Modesto Junior College. The many planning documents and decision-making processes of the college clearly indicate this connection. It is through these processes that the college continues to demonstrate its values to students and the community. Through these planning efforts and the evaluations of the plans by AIE, MJC documents its planning results and the implementation of resultant action plans to improve institutional effectiveness.

The 2010 MJC Climate Survey indicates that the college community believes that MJC makes a conscious effort to support student learning (85.6 percent); however, only 61.4 percent of responding employees feel the Mission Statement guides all levels of planning and decision-making at the college (69 percent of non-responders to the item are excluded) [Ref. IA-5]. The results indicate that the college needs to broadly communicate the connection between the mission and planning. The revised staffing and equipment prioritization process approved by the Planning and Budget Committee in August 2010 and implemented for the fiscal year 2011 funding cycle was intended to strengthen the linkage between the institutional mission, planning, program review and resource allocation [Ref. IA-34].

Upon the completion of the revised staff prioritization process in fall 2010, the MJC Research Office and the Assessment/Institutional Effectiveness Committee designed and administered a survey on the effectiveness of the process to 950 MJC faculty, staff, and administrators, using the online version of Class Climate Survey [Ref. IA-35]. Analysis of the survey results indicated that a significant percentage (49.8 percent) of the respondents disagreed/strongly disagreed to the following statement: “I felt a part of the Staffing Prioritization Process at MJC.” The following groups (by percentage) thought the college’s overall planning process effectively incorporated input from appropriate people/groups (Statement 2.9): Planning and Budget Committee group, 81.3 percent; IAC group, 80.0 percent, and Student Services Council group, 71.4 percent.

Although disappointing that the results indicated a lack of understanding of the staffing prioritization process by the majority of college employees, the survey demonstrates MJC’s commitment to evaluating, assessing and making continuous improvements to its decision-making processes.

Planning Agenda

Based upon the formal evaluation of the staffing prioritization process, the AIE Committee developed the following recommendations to the Planning and Budget Committee for improvements to the process for the next planning, program review and resource allocation cycle in 2011-12 [Ref. IA-36]:

• Develop better methods of communication for the college community
  - Present a “Just the Facts”-like weekly announcement from the Instruction Office during the prioritization process
  - Deans/managers need to spend time at the division/unit level with faculty and staff articulating the process of program review

• Limit the number of faculty prioritized at Instructional Administrators’ Council (IAC) (in 2011, 95 faculty positions were prioritized)
• Prioritize instructional classified staff at IAC rather than at College Administrative Council
• Separate Student Services resource requests into two lists (classified staff requests from faculty)
• Scoring rubrics need to be more clearly defined
• Force ranking of resource requests

It is anticipated that these improvements to the process will result in improved results in questions regarding linking college planning to mission in the 2012 MJC Climate Survey.
References for Standard 1A

1. Mission Statement, Yosemite Community College District (YCCD)
2. Yosemite Community College District, (YCCD) Board of Trustees Meeting Minutes, Acceptance of MJC Mission Statement, October 13, 2010
3. Mission Statement, Vision, and Core Values, Modesto Junior College
4. Modesto Junior College, Institutional Effectiveness Report, 2010 Chapter 1: State and Service Area Profiles
5. Modesto Junior College, Climate Survey Analysis, Spring 2010
6. Planning and Budget and Accreditation/Institutional Effectiveness Committee Workshop, August 16, 2010
7. Modesto Junior College, College Council Minutes, Mission Statement Reaffirmation, September 27, 2010
8. Modesto Junior College Research and Planning Website
9. Modesto Junior College Basic Skills Action Plan
10. Modesto Junior College Catalog, 2011-2012
11. Curriculum Committee Membership, 2010-2011
12. Instructional Administrators’ Council (IAC) Meeting Minutes, Hiring Prioritization
14. Student Success Committee and Basic Skills Initiative Task Force, 2008
15. Student Success Advisory Committee Charge and Membership (Pg. 17)
16. Assessment Work Group Website
17. Fall 2010 Institute Day Program
18. Course Syllabus with SLO Example
19. Accreditation/Institutional Effectiveness (AIE) Committee Website
22. “Just the Facts” Email
23. Modesto Junior College Strategic Plan, 2008-2013
24. Yosemite Community College District Board of Trustees, Vision 2010 (Pg. 5)
26. Yosemite Community College District Board of Trustees Meeting Minutes, Acceptance of Mission Statement, July 2008
27. Template: Instructional Program Review
28. Brain Trust Workshops, Summer 2008
29. Accreditation/Institutional Effectiveness (AIE) Committee, Charge and Membership
30. Planning and Budget Committee Charge and Membership (Pgs. 13 – 14)
31. Modesto Junior College, Educational Master Plan (EMP), 2006-07
32. Modesto Junior College, Facilities Master Plan
33. Modesto Junior College, Technology Plan, October 2007
34. Planning and Budget Committee, Staffing Priority Process, 2010-2011
Standard I.B
Improving Institutional Effectiveness Overview
## I.B Improving Institutional Effectiveness Overview

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.

Attending to recommendations made in prior accreditation reports, Modesto Junior College (MJC) has devoted itself since 2006 to designing and implementing planning and decision-making processes centered on student learning. Designed to facilitate intelligent responses to meaningful information, these processes are characterized by a comprehensive planning program (I.B.2., I.B.3., I.B.4.), a systematic collection of evidence of institutional performance (I.B.3.), a resource prioritization and allocation system that supports student learning (I.B.3., I.B.4.), and a mechanism for review of the processes themselves (I.B.1., I.B.3., I.B.7.) Following this overview of MJC’s processes for improving institutional effectiveness, each sub-standard is addressed in detail.

**Comprehensive Planning:** Modesto Junior College’s efforts to improve student learning begin with its comprehensive planning program. The products of this program are a series of documents that provide the framework for planning college-wide. Moving from the general to the specific, key documents include the College Mission, the Educational Master Plan, and the MJC 2008-2013 Strategic Plan (I.B.2, I.B.3, and I.B.4.)

**Evidence Collection:** Subsequently, it is in response to the goals and objectives established in these planning documents that MJC continually collects, analyzes, and disseminates evidence regarding program performance and reports on the achievement of student learning outcomes. Based on both quantitative and qualitative data elements, and accessible college-wide through an electronic warehouse, longitudinal evidence of institutional progress is available for planning and resource allocation. Information regarding MJC’s progress toward meeting its goals is published and disseminated in a number of reports for both internal and external audiences (these reports include, but are not limited to: Modesto Junior College 2010 Institutional Effectiveness Report; “Just the Facts” weekly emails; Annual Status Report; the 2010 Comprehensive Assessment Report; 2010 MJC Climate Report; Community College Survey of Student Engagement (CCSSE) Executive Summary; and minutes and agendas from the Planning and Budget Committee and Accreditation/Institutional Effectiveness (AIE) Committee.) (I.B.3, I.B.4, I.B.5.)

**Program Review:** The reports generated as a result of the program review process—including the assessment of Student Learning Outcomes (SLOs)—are the primary documents used in the allocation of resources for the improvement of instructional programs and student and administrative services. The program review process is designed to ensure that the decisions for this allocation are driven by the analysis of programmatic strengths and weaknesses in addressing student learning. Progress towards achieving the goals identified in the Strategic Plan and the assessment of Student Learning Outcomes are addressed in each unit’s program review in standardized data elements to facilitate the indication of trends over time (I.B.2, I.B.3.)

**Resource Allocation:** MJC’s Planning and Budget Committee (PBC) is responsible for the development and implementation of resource allocation. College resources—including those designated for the college by Yosemite Community College District (YCCD), the external funding the college receives, and all of the financial and in-kind resources within the existing budget—are allocated based on the MJC’s prioritized strategic goals and the analysis of collected evidence presented in unit program reviews (I.B.3, I.B.4.) Staffing and equipment needs identified in program review documents are ranked in priority order by the college Instructional, Administrators’, Student Services’ and Administrative Councils and
the ranked priorities are approved by PBC following an open hearing, with approved priorities forwarded to the college President for consideration.

Process Evaluation: Finally, the planning process is evaluated for its efficiency and efficacy in supporting student learning. This includes the assessment of the transparency of the process, the availability of data, the adherence to timelines, and the maintenance of the appropriate sequencing in the process. This process includes multiple surveys conducted annually to evaluate the effectiveness of the planning process, most notably the 2010 MJC Climate Survey (I.B.1, I.B.3, I.B.6, and I.B.7).

I.B.1 Dialogue

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Modesto Junior College has embraced continuous, college-wide dialogue as integral to achieving its mission. This dialogue occurs at all stages of those processes designed to support student learning through increasing institutional effectiveness. Traditionally, MJC has used its bi-annual in-service days to communicate and support its vision [Ref. IB-1]. Additionally, the college President hosts topic-specific forums to facilitate dialogue regarding timely or topical issues. Examples of recent forums include an October 6, 2010 Presidential Forum to discuss the college’s implementation of the Measure E bond program [Ref. IB-2] and an August 16, 2010 workshop co-sponsored by PBC and AIE at which the college’s mission, core values and strategic planning goals were extensively discussed [Ref. IB-3]. Campus service and the roles of each of MJC’s constituent bodies play in governance are detailed in the working draft of the document Decision Making at Modesto Junior College, Fall 2008 - Spring 2010 [Ref. IB-4].

Dialogue is facilitated and encouraged throughout the development of the college’s foundational, comprehensive planning documents. Prior to revisions to the college mission, the College Research and Planning Office, under the direction of the AIE Committee, conducts a college-wide survey regarding the effectiveness, timeliness, and appropriateness of the mission [Ref. IB-5]. The AIE Committee analyzes the survey data and reports its findings to the Planning and Budget Committee. The PBC revises the Mission Statement accordingly, circulates the revised mission through the shared governance mechanism for review, and forwards its final recommendation to the college President. Finally, the college President reviews the final recommendations with the College Council. This process most recently unfolded during the summer and fall of 2010, when a joint PBC/AIE workshop, followed by dialogue at the College Council resulted in Board reaffirmation of the college Mission Statement [Ref. IB-6].

When a change to the MJC Educational Master Plan [Ref. IB-7] is called for, the college President will form a task force comprised of members of the AIE and the PBC committees, the Office of Research and Planning, and representatives from shared governance groups. The next comprehensive revision of the Educational Master Plan is anticipated to occur during the 2012-13 academic year.

Lastly, a report on the progress the college is making on its prioritized goals from the 2008-2013 MJC Strategic Plan [Ref. IB-8] is disseminated each spring [Ref. IB-9]. In the fourth year of the Strategic Plan (fall 2012) the president will form a task force to prepare the next five-year plan. The task force will be composed of the appropriate governance representative groups. At the conclusion of its development, the college President will direct the College Research and Planning Office to survey the college community’s satisfaction with the strategic planning development process.

The data collected regarding MJC’s progress in meeting its goals are also subject to college-wide dialogue. For example, at the August 2010 PBC/AIE workshop, participants agreed to focus on Strategic Plan Goals 2 (tying program review to resource allocations); 3 (developing and assessing Student
Learning Outcomes); 4 (creating a climate that promotes employee engagement in campus affairs); and 7 (creating a culture of evidence) for the 2010/11 academic year [Ref. IB-3].

The college also actively engages in college-wide dialog regarding the continuous improvement of institutional processes themselves. Members representing all shared-governance bodies serve on the Accreditation/Institutional Effectiveness Committee [Ref. IB-10] that is charged with assessing the utility and range of the quantitative and qualitative data elements presented in the Modesto Junior College 2010 Institutional Effectiveness Report [Ref. IB-11]. This same committee, with its representative membership, annually directs the College Research and Planning Office to survey the college community regarding the strengths and weaknesses of the program review process. These data, coupled with feedback from the Planning and Budget Committee, may be used to make recommended revisions to the instructional, administrative, and student services program review processes [Ref. IB-12]. Proposed revisions are circulated for college-wide review before a final recommendation is forwarded to the college President who subsequently discusses the proposal with the College Council and other appropriate groups prior to approval. In a like process, each spring after the tentative resource allocations have been made, the Planning and Budget Committee directs the AIE Committee to survey the college community regarding the strengths and weaknesses in the resource allocation process [Ref. IB-13]. The Planning and Budget Committee, based upon AIE’s evaluation and analysis, then develops a proposal to revise its processes accordingly, circulates the proposal for college-wide review, and forwards a recommendation to the college President. The college President then discusses the proposal with the College Council and other appropriate groups prior to final approval [Ref. IB-14]. Lastly, the college hosts an annual assessment workshop during which its decision making processes, planning agendas, instructional progress, and assessment results are discussed by members representing interest groups across campus [Ref. IB-15].

Self-Evaluation

The college meets the Standard. Modesto Junior College is making progress towards improving and utilizing its planning processes; however, the spring 2010 MJC Climate Survey reflects that many members of the campus community still feel disconnected from the process as evidenced by the finding that 39 percent of survey respondents “disagreed” or “strongly disagreed” with the statement that “The college's overall planning process effectively incorporates input from the appropriate people or groups in the college and district” [Ref. IB-5]. Based on this finding, the process for prioritizing staffing and equipment needs identified in program review documents was significantly revised in 2010-11 in an effort to facilitate improved responsiveness and connectivity to campus constituents [Ref. IB-16].

Modesto Junior College has created a structure wherein ongoing, collegial, and self-reflective dialog about improving student learning and institutional processes takes place. Various groups and forums exist for the exchange of information and experiences with the goal of making improvement. In 2008, in response to being placed on probation by ACCJC, the existing process structure was overhauled to facilitate the movement of assessment results into resource allocation [Ref. IB-17]. This overhaul occurred very swiftly, however, at the expense of adequate participation and feedback by constituent groups. The overhaul succinctly defined major responsibilities for those groups; however, many essential details connecting processes were not fully articulated. The revised resource allocation process is intended to more clearly incorporate college objectives, outcomes assessment and evidence of student need into the process of making resource allocation decisions [Ref. IB-18].

The college also actively engages in college-wide dialogue regarding student achievement data. The Office of College Research and Planning each week sends a “Just the Facts” email to the campus community highlighting pertinent student data for review and discussion [Ref. IB-19]. Study sessions are held at the various participatory governance groups on reports generated by the Office of Research and Planning for broad-based dialogue and analysis. Reports discussed in study sessions at the college
include the 2010 Comprehensive Assessment Report, the 2010 Institutional Effectiveness Report, Accountability Report for Community Colleges data (ARCC) [Ref. IB-20] and student achievement data in distance education [Ref. IB-11]. Discussions about student learning at MJC are standing items at a number of groups: Instructional Administrators’ Council (IAC), Accreditation/Institutional Effectiveness (AIE) Committee and the Academic Senate [Ref. IB-21].

There is considerable engagement in governance on the part of administration and college leaders; however, data show that outcomes of this involvement are not being effectively shared with and deliberated by the college community. While the college community recognizes there are great opportunities for involvement, there is also a significant deficit in understanding as to how individuals fit into the governance structure. The previously cited finding from the 2010 MJC Climate Survey is illustrative of this perceived gap [Ref. IB-5]. A great deal of effort is put into the sharing and distribution of information. Committee structures have been revised to facilitate a meaningful structure for the distribution, discussion, and evaluation of student learning and processes [Ref. IB-4]. In addition, groups are employing an array of systems and technologies to exchange information. This appears to have created an oversaturation of structures and channels through which communication takes place, perhaps leading to a sense of “data overload” on the part of staff and faculty. In addition, data show that while it is perceived there are a variety of opportunities for participation in the dialog, there is also a belief that time invested is not worth the outputs. Thus, although 77 percent of faculty, staff and administrative respondents to the 2010 MJC Climate Survey indicated that they “feel well-informed about major initiatives, goals and/or priorities at MJC” only 58 percent “agreed” or “strongly agreed” that “participation in the campus committee structure is worthwhile.”

While striving to be student-centered, Modesto Junior College is still heavily process-oriented despite recent improvements in this regard. Existing formal and informal processes have not been evaluated in the context of recently streamlined processes. At all levels of the institution there is some perception that redundancies exist, which may be contributing to a reluctance to participate. While these perceptions may, to some extent, represent a residual effect of the college’s previously excessive and complex committee structure, it is clear that additional improvement is necessary in the perceived efficacy of committee participation on the part of some faculty and staff members.

In spring 2011, the AIE Committee and the College Research and Planning Office conducted a survey, taking measures to ensure that this evaluation was broad based with participation from constituent groups, to evaluate and assess its recently revised resource allocation process structure [Ref. IB-13]. The study was designed to evaluate the relationship between committees and processes; it should be made clear how key processes manifest at a granular level, so that every college employee understands how individual efforts fold into institutional effectiveness.

Planning Agenda

The college will conduct campus focus groups to determine the extent to which staff understand and utilize the planning and resource allocation processes and how these processes are linked to enhancement of student learning and institutional effectiveness.

I.B.2 Institutional Effectiveness

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Since the last Accreditation Self Study in 2005 the college has developed and implemented a strategic planning process for connecting long-
term program and services planning to financial resource development, as well as to facilities, human resources, and Technology Planning, consistent with the college mission [Ref. IB-8]. In addition, the college has developed and implemented a short-term cyclical process that includes clear institutional goals, a reporting mechanism of achievement of those goals, and measures of institutional effectiveness that document those achievements and demonstrate continuous improvement [Ref. IB-22].

The college streamlined its planning processes by reducing the number of committees from over 50 to four standing committees and eight advisory committees. The college created a taxonomy of college group types with five categories: governance (Academic Senate and standing committees), organizational, advisory, work groups and task forces; formed two new committees, Accreditation/Institutional Effectiveness, and Planning and Budget, developed and approved charters for standing committees, descriptions of organizational groups, and charges for advisory committees; and developed and implemented an annual master calendar for 2008-2009 with meeting dates and times for the four standing committees and other origination groups [Ref. IB-17]. Charters, descriptions, and charges of all campus committees are maintained in the Introduction to Decision-Making at MJC Fall, 2008 - Spring, 2010 [Ref. IB-4].

Introduction to Decision-Making at MJC Fall, 2008 - Spring, 2010 lays out the scope of each group to recommend changes, charges administrators with planning, organizing, directing, and evaluating activities of the district’s and college’s goals and report on college achievement of those goals. In doing so, the process helps the college to prepare and maintain planning processes and support institutional research related to student learning, development and outcomes. In addition, it promotes the appropriate inclusion of students, faculty, and staff in the participatory decision making processes.

The Planning and Budget Committee and the Accreditation/Institutional Effectiveness Committee are standing committees of Modesto Junior College, with Academic Senate representation on both. Both are expected to allow sufficient time for the Academic Senate to meet, discuss and bring forward their feedback to these two committees. The AIE engages in making recommendations to the college President regarding accreditation criteria for institutional effectiveness, program review, Student Learning Outcomes and annual evaluation of the college’s planning process [Ref. IB-10].

The Planning and Budget Committee engages in dialogue about proposed faculty hiring prioritization, reviews division/unit program review results and prioritization of division/unit requests for faculty positions, classified positions, technology, equipment, facilities, and supplies, to guide the college’s budget and resource allocation decisions [Ref. IB-23]. This standing committee also makes recommendations to the college President regarding the college’s processes for institutional planning and budget development including the development and implementation of a process by which unit program reviews and strategic goals are linked to resource allocations, as well as recommendations pertaining to the revision of the college’s Educational Master Plan and other long-range planning documents.

Through the strategic planning process, the college has been able to put in place mechanisms to ensure long-range planning, annual cyclical planning, implementation processes, evaluation processes, and a process for reporting on progress [Ref. IB-8]. Continued adherence to the planning processes and decision-making processes has resulted in an ongoing system of integrated planning, evaluation and continuous improvements.

The MJC Strategic Plan includes revised Vision, Mission and Core Values Statements, and describes the strategic planning process which includes seven steps: 1) review and update of mission, Vision and Core Values; 2) analyze data and identify issues; 3) share vision and goals with stakeholders and College Council; 4) develop strategies and measures and determine resources/needs; 5) assign responsibilities; 6) implement plan; and 7) close the strategic planning cycle (Figure IB-1). The plan includes goals, specific objectives to achieve the goals, completion dates, locus of implementation responsibility, and a matrix that maps college and district goals. In addition to completion of the college Strategic Plan, as noted in Introduction to Decision-Making at MJC Fall, 2008 -
Modesto Junior College Strategic Planning Process

**STEP 1**
Review & Update Mission, Vision, & Core Values

**STEP 2**
Analyze Data, Identify Issues

**STEP 3**
Share Vision & Goals with Stakeholders & College Council

**STEP 4**
Develop Strategies/Measures, Determine Resource Need

**STEP 5**
Assign Responsibilities

**STEP 6**
Implement Plan

**Internal Input** (see Figure 2)
**External Input** (see Step 2A)
Spring, 2010, a process was developed for the review of the college’s master plans, as well as a model for integrated planning, which was completed and presented in various college groups, and approved by the Academic Senate in mid-September 2008 [Ref. IB-8].

The Strategic Plan guides the annual work of instructional and student service departments and is a 3-5 year plan that establishes the college’s prioritized goals/objectives for each year. This plan includes key performance indicators of success, timelines and responsible parties, and links to individual program review by requiring each program to identify its contributions to the achievement of the previous year’s strategic goals. This process promotes continuous improvement as departments/units gather data and AIE analyzes the data for the Annual Status Report [Ref. IB-24].

There are two stages to MJC’s decision-making and planning process. The first establishes and describes a structured decision making plan and a planning process that involves outcomes assessment, program review, and resource allocation [Ref. IB-18]. The second evaluates the efficacy of that planning process and includes a survey administered by the Office of College Research and Planning to determine if changes should be made to the planning process [Ref. IB-5]. All faculty and staff have the opportunity and are strongly encouraged to participate in both stages [Ref. IB-25].

Each spring, an Annual Status Report is prepared and disseminated to the college community [Ref. IB-24]. The Status Report provides evidence of the college’s work and each instructional/student services/administrative unit’s progress towards achieving its strategic goals. The Annual Status Report is part of the college’s operational road map used to fill the gaps that were identified as a college in the preceding summer.

Each summer, administrators, faculty and staff leaders and Associated Students of Modesto Junior College (ASMJC) student leaders attend a joint Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop where the participants discuss the college’s Annual Status Report to determine if the college reached its previous year’s goals [Ref. IB-15]. Program review, integrated planning processes and Student Learning Outcomes are evaluated against the ACCJC Rubrics to determine the college’s level of institutional effectiveness. Action plans are developed at the workshop for the college’s use in the upcoming academic year.

Prior to the Institutional Effectiveness Assessment Workshop, staff from across the campus are charged with reviewing the ten MJC Strategic Plan Goals and Objectives that the college identified it would achieve [Ref. IB-8]. If staff are responsible for the implementation of any of the goals and objectives, they are asked to assess them and respond to results [Ref. IB-26]. Identified staff members consult with their constituents to respond to this request.

In 2008-09, the college focused on three Strategic Goals but reported out on all ten. Achievement status on all 10 Strategic Planning Goals is documented in the Annual Status Report 2009-2010, distributed via campus email and housed on the district’s intranet [Ref. IB-24]. The document lists the Goals and Objectives, Target Completion Dates, Status, Implementation Responsibility, Narrative/Comments, Resources Used and which Accreditation Standard it supports. For 2010-11, the college has chosen to focus on four of its 10 identified Strategic Plan Goals [Ref. IB-3]. The 2010-2011 Annual Status Report on the strategic plan, based on information and data gathered from the 2011 Institutional Effectiveness Assessment Workshop, will be shared with the college in fall 2011.

The MJC College Research and Planning Office (RPO) compiled narratives/comments from the college community regarding accomplishments of goals/objectives of the MJC Strategic Plan during the 2009-2010 academic year. The RPO submitted this compilation to the Accreditation/Institutional Effectiveness Committee for review at its meetings in April 2010 [Ref. IB-27]. The AIE Committee presented a revised compilation to the college community constituencies who attended this session at the annual all-day Institutional Effectiveness Assessment Workshop on May 6, 2010 [Ref. IB-28]. Attendees divided into 10 groups, one for each Strategic Planning Goal, to analyze and modify the compiled Narratives/Comments. The AIE Committee further analyzed the report in meetings during May and June in order to
present the Analysis of MJC Annual Status Report of Achievement of Strategic Plan Goals/Objectives 2009-2010 to the MJC Planning and Budget Committee. The Planning and Budget Committee utilizes this report as part of the internal and external input it receives to review strategic planning assumptions, mandates, and culture and to recommend any changes in core values, vision, mission, and Strategic Plan goals to the President and College Council. At its 2010 joint workshop, the Planning and Budget and Accreditation/Institutional Effectiveness Committees agreed to focus on four strategic goals for 2010-11 [Ref. IB-3]:

- **Goal 2** – MJC will tie program review, including all instructional and student services programs, to resource allocation decisions.
- **Goal 3** – MJC will develop and assess Student Learning Outcomes (SLO) used for student learning improvement at the course, program and institutional levels.
- **Goal 4** – Leadership responsible for governance at MJC will create a climate that empowers all MJC employees to be engaged in the campus community and that encourages respect, trust and integrity through open communication and professional development.
- **Goal 7** – MJC will create a culture of evidence and measurable improvements.

The college President in his presentation to faculty and staff at the fall 2010 Institute Day [Ref. IB-29] emphasized these four goals. Further, they were incorporated into the criteria for ranking faculty positions for the fiscal year 2011-12 resource allocation cycle, thereby providing a clear linkage between strategic planning, program review and resource allocation [Ref. IB-16].

The college is evolving into a culture of evidence with college research that is conducted to guide decision-making, and the establishment of budget and other resource allocation priorities. The college is progressing in its efforts to use data for resource allocation decisions, and providing evidence of institutional effectiveness by implementing processes for ongoing integrated planning, evaluation and improvement.

Each year, Instruction and Student Services departments/programs and administrative units undergo a program review that analyzes the strengths and weaknesses of each unit [Ref. IB-12]. Data provided by the research department in its Institutional Effectiveness Report, the Annual Status Report, and climate surveys assist departments and programs to assess the effectiveness of their areas [Ref. IB-24].

Requests for staffing and equipment identified in program review are prioritized by the Planning and Budget Committee based on input from the Instructional Administrators’, Student Services’ and Administrative Planning Councils. Prioritized lists are forwarded to the president, who formally notifies PBC once allocation decisions have been made [Ref. IB-16].

In 2009-10 (for the 2010-11 year), the college implemented zero-based budgeting [Ref. IB-30]. Rather than rolling over previous budget allocations, departments were required to “build” their discretionary budgets based on their Strategic Plans and program reviews. This process resulted in a more realistic assessment of need and budget allocation since it was based on actual goals and objectives for each department. During the 2010-11 year broad-based dialogue was held among constituent groups concerning the need to consider not simply the increment of new funding likely to be available but the base budget as well in resource allocation decision-making [Ref. IB-31].

MJC has been laboring to create a decision-making and planning infrastructure that will successfully lead the college into the next 10 years and beyond. The college will continue to adhere to these planning processes and decision-making processes, modifying them as necessary based on assessment, analysis and implementation of any action plans, in anticipation of maintaining an ongoing system of integrated planning, evaluation, and continuous improvement.

**Self Evaluation**

The college meets the Standard. Because many of the processes described in the preceding section have been relatively recently put into effect, the AIE Committee conducted a survey to evaluate their efficacy in spring 2011 [Ref. IB-13]. Based upon the formal evaluation of the staffing prioritization
process, the AIE Committee developed a number of recommendations to the PBC for improvements to the process for the next planning, program review and resource allocation cycle in 2011-12 [Ref. IB-32]. These recommendations included methods to increase awareness among college personnel of the process and refinement of criteria used in prioritization of resources.

**Planning Agenda**

The college will conduct a formal evaluation of the effectiveness of its processes for assessing and improving institutional effectiveness following the 2011-12 academic year.

**Standard I.B.3 Evaluation**

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**

The college’s focus on improving institutional effectiveness through an integrated planning, evaluation, and implementation cycle has permeated all aspects of its governance. Policies and procedures are detailed in *Introduction to Decision Making at Modesto Junior College Fall, 2008 – Spring, 2010* [Ref. IB-4].

In fall of 2008, constituent governance groups [Ref. IB-8] adopted the college’s current planning model after discussion and approval. The planning model is characterized by three levels of planning—MJC's Mission, Vision and Core Values Statements, the Educational Master Plan, and the Strategic Plan—that result in the prioritized strategic goals that are assessed in the program review process which then informs decisions with regard to resource allocation. Finally, the process itself is assessed before the cycle begins again.

The MJC Mission, Vision and Core Values Statements serve as the foundation for the college’s comprehensive planning process. Aligned with the Yosemite Community College District’s mission, the college’s mission provides framework for the development of the goals identified in the Master and Strategic Plans [Ref. IB-33].

In order to fulfill its mission, Modesto Junior College identifies and articulates goals and objectives in its Educational Master Plan. In its current incarnation, this document—the Modesto Junior College Educational Master Plan 2006-2015 [Ref. IB-34]—is intended to be the first section of a Comprehensive Educational Master Plan for Modesto Junior College. This Master Plan is to be revised every five years to chart a long-term course for the institution while also remaining responsive to the dynamic needs of the community. Meant to guide the more short-term planning detailed in MJC’s Strategic Plan, the Master Plan addresses educational programs, support services, facilities, technology, human resources, and administrative services. Shorter term planning, in three to five-year increments, is currently documented in the Modesto Junior College Strategic Plan 2008-2013. This plan establishes prioritized goals for each year, including: indicators of success, timelines, and responsible parties. In the preparation of this plan, MJC solicits input from a variety of community stakeholders and incorporates the recommendations made in the internal planning documents of its constituent units. These include, but are not limited to, the Student Equity Plan; the Matriculation Plan; the Enrollment Planning and Management Plan; Economic & Workforce Development/Community Education Plan; the Budget and Staffing Plan; the Distance Education Plan; the Technology Plan; and the District Strategic Plan (Figure IB-2).
The progress each instructional and student services program makes toward achieving the goals articulated in their planning documents is evaluated annually in the program review process [Ref. IB-12]. This critical analysis of unit strengths and weaknesses is expressed in standardized data elements that can indicate trends over time. Instructional programs are reviewed annually, and student service programs are reviewed every four years. Administrative unit program reviews were inaugurated in the 2009-10 academic year and are updated annually to reflect changes in staffing, equipment and other resource needs [Ref. IB-35]. Program review involves each unit’s reporting on the efforts they have made toward achieving MJC’s strategic goals; their plans for expansion, contraction, or elimination; and their responses to new trends, community demands, and instructional innovations. Student Learning and Administrative Unit Outcomes assessment is an integral component of the program review process [Ref. IB-36].
The program review process culminates in the allocation of fiscal and other resources by MJC’s Planning and Budget Committee [Ref. IB-23]. These allocations are based on each unit’s program review, the college’s prioritized strategic goals, recommendations from shared governance bodies, and both quantitative and qualitative data collected from sources both internal to and external from the college. As discussed previously, requests for staffing and equipment identified in program reviews are prioritized by the Planning and Budget Committee based on recommendations from the Instructional Administrators’, Student Services’ and Administrative Planning Councils [Ref. IB-37]. Following an open hearing, the PBC finalizes the prioritized lists, forwards them to the college President, who reviews the lists, makes decisions based on resource availability, and provides written feedback to PBC, including a rationale for any decisions that deviate from PBC recommended priorities.

**Self-Evaluation**

The college meets the Standard. Modesto Junior College has made great strides towards achieving proficiency in its analysis and systematic evaluation of its stated goals and its decision-making process leading to the improvement of institutional effectiveness.

Program review processes are in place and have been implemented regularly over the past three years. In addition, the college continues to evaluate and implement changes into program review in order to increase its effectiveness and reliability.

As MJC becomes more reliant on data-driven decision making, the connections between program review, strategic planning, resource allocation and evaluation will become clear to the institution’s stakeholders. Because the results of the spring 2010 MJC Climate Survey indicate that 29.2 percent of respondents disagreed and 66.5 percent of respondents agreed that “MJC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation,” it was evident that some improvement was needed and the college’s processes have since been modified [Ref. IB-5].

In early fall 2010 the Director of the Research and Planning Office presented the analysis of the responses to the AIE Committee. The recommendation from the “Modesto Junior College Climate Survey Analysis Spring 2010” was to conduct focus groups interviews in fall 2010 in order to understand the reasoning behind less favorable responses to some of the College Climate Statements [Ref. IB-38]. The AIE Committee decided to hold two forums during the first two weeks of October, one on each campus, to have dialogs concerning the overall responses to the survey [Ref. IB-39].

The AIE Committee also decided to conduct focus group interviews during the last two weeks in October. The idea was to ask participants to share their understanding of the possible reasons for the less favorable responses to certain survey statements and provide suggestions for improvement. The AIE Focus Group Interview Taskforce identified five “reflection clusters” of functionally related survey statements with less favorable response percentages and created a list of faculty, staff, and administrators who represented the demographics identified from the survey and invited them to be participants in one of four focus group interview sessions. Each focus group was moderated by a member of the Taskforce and was asked to respond to the same five clusters of survey statements, and experienced note takers took notes of the dialogs from each session. The Director of Research and Planning compiled the responses from each focus group session and identified themes that surfaced from the responses.

The most prevalent theme of all of the themes identified in responses to the five clusters of survey statements is the perceived lack of communication. The clusters of survey statements influenced the areas of communication as follows: planning/program review/input, leadership, feedback, student services offered, and technology plan process. Another prevalent theme is the perceived lack of inclusion and equitable treatment of certain groups and individuals in processes including planning and program review. One other prevalent theme is the perceived disconnect in committee functions/processes, committee structure, and shared governance.
AIE determined that the above themes should be discussed by the college community to determine actions to be taken to improve the lines of communication and inclusion throughout the college and the value in planning/committee processes (including program review and budget) and instructional areas in order to close the loop with a cycle of evaluation and process improvement [Ref. IB-40].

Upon the completion of the revised staff prioritization process in fall 2010, the MJC Research and Planning Office and the Assessment/Institutional Effectiveness Committee designed and administered a survey on the effectiveness of the process to 950 MJC faculty, staff, and administrators, using the online version of Class Climate Survey [Ref. IB-13]. Analysis of the survey results indicated that a significant percentage (49.8 percent) of the respondents disagreed/strongly disagreed to the following statement: “I felt a part of the Staffing Prioritization Process at MJC.” The following groups (by percentage) thought the college’s overall planning process effectively incorporated input from appropriate people/groups (Statement 2.9): Planning and Budget Committee group, 81.3 percent; Instructional Administrators’ Council (IAC) group, 80.0 percent; and Student Services’ Council group, 71.4 percent. Although disappointing that the results indicated a lack of understanding of the staffing prioritization process by the majority of college employees, the survey demonstrates MJC’s commitment to evaluating, assessing and making continuous improvements to its decision-making processes.

Based upon the formal evaluation of the staffing prioritization process, the AIE Committee developed a number of recommendations to the PBC for improvements to the process for the next planning, program review, and resource allocation cycle in 2011-12 [Ref. IB-32].

Planning Agenda

Conduct an evaluation of the college’s recently revised processes for linking program review, strategic plan goals and resource allocation following the completion of the fiscal year 2011-12 funding cycle.

I.B.4 Scope

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The college’s planning process is extremely broad-based, with many mechanisms for participation in college planning. These comprehensive input opportunities are outlined in detail in the Introduction to Decision-Making at MJC Fall, 2008 - Spring, 2010 document [Ref. IB-4]. Committees involved in planning and reviewing the results of the planning process and in recommending resource allocation include the College Council, the Planning and Budget Committee, and the Accreditation/Institutional Effectiveness Committee. These groups consist of a broad representation from all constituency groups (students, classified staff, faculty, and administrators). All plans and budgets are subject to approval by the Board of Trustees based upon the formal evaluation of the staffing prioritization process; the AIE Committee developed a number of recommendations to the PBC for improvements to the process for the next planning, program review, and resource allocation cycle in 2011-12 [Ref. IB-32]. In addition to these over-arching groups, multiple work groups and organizational units plan and recommend the allocation of resources to improve institutional effectiveness for specific areas. These include the Matriculation Work Group, the District and College Technology Work Groups, the Instructional Administrators’ Council, the Student Services’ Council, the President’s Cabinet, the Basic Skills Work Group, and the Sabbatical Leave Work Group. The allocation of resources, including faculty and staff positions, instructional equipment, student services equipment, supplies and services, and facilities is informed by the planning processes that run through these committees and work groups.

Modesto Junior College holds open meetings, where applicable, in accordance with district policy and state law. Any member of the campus community and public may attend meetings of governance
groups. Faculty, classified staff, administrators, and students are represented on the governance groups (such as College Council and the Planning and Budget Committee), as well as on many of the subcommittees of these groups.

All units of the college are required to complete program review on a cyclical basis, every three to four years. Departments and units, through the program review process, also must update their plans, the status of achievement of goals and objectives, including SLOs, and resource requests on an annual basis [Ref. IB-18]. As mentioned above, these program reviews inform the college’s planning processes, including the Strategic Plan, the Educational Master Plan, and the Facilities Master Plan. The program review process has greatly expanded college-wide participation in institutional planning, assessment, and improvement processes.

Requests for staffing and equipment generated in program review documents are prioritized by the Instructional Administrators’, Student Services’ and Administrative Planning Councils in accordance with agreed upon criteria that include achievement of Student Learning and/or Administrative Unit Outcomes and adherence to college/district strategic plan goals and objectives [Ref. IB-16]. These prioritized lists are then forwarded to review and approval by the Planning and Budget Committee (PBC), which, as part of its review process, holds an open public hearing at which representatives of all units requesting resources are invited to attend and speak on behalf of their requests [Ref. IB-41]. Once PBC grants final approval of staffing and equipment priority lists, they are forwarded to the college President. In the case of the prioritized list of faculty positions, the Academic Senate has reserved the right to ratify the list [Ref. IB-42]. The college President considers the listed priorities in allocating available resources and provides written feedback to the PBC summarizing resource allocation decisions, accompanied by a rationale for any decisions that deviated from the priority order recommended by the Committee.

Student Learning Outcomes, Service Area Outcomes and Administrative Unit Outcomes have been identified and are in the process of being assessed and refined [Ref. IB-36].

**Cycle of Assessment to be facilitated by the Assessment Workgroup at Modesto Junior College**

Assessment Workgroup receives Assessment Data from Divisions, Service Areas, and Administrative Units

Assessment Workgroup facilitates next cycle of assessment in Divisions, Service Areas, and Administrative Units

Assessment Workgroup assists Divisions, Dept, Administrative Units, Service Units, and Programs in refining assessment plans and/or processes

Assessment Workgroup compiles Annual Comprehensive Assessment Report

Assessment Workgroup submits Annual Comprehensive Assessment Report to AIE for Strategic Planning and Budgeting

Assessment Workgroup facilitates Dialogue in all areas on campus re: Assessment Results and Annual Report
Departments and units are required to identify SLOs and SAOs, and the measurements used to assess their achievement for all state-approved certificates and degrees, programs, and services. Progress toward achieving outcomes is measured as part of the program review and college planning process and is incorporated into the decision-making criteria for resource allocation. Data from programmatic areas are employed to develop plans to improve student learning and student services, and these program data feed into broader, more over-arching plans, such as division program review and the MJC Strategic and Educational Master Plans. The data and proposed strategies for improving student learning and student services are submitted to the College Council, AIE Committee, and the Planning and Budget Committee. The Board of Trustees ultimately approves the long-range strategic plans of the college [Ref. IB-43].

The college administers the MJC Climate Survey to faculty, staff, and administrators bi-annually to assess the satisfaction of employees with working at the college [Ref. IB-5]. The survey is structured in accordance with the four primary accreditation standards to facilitate analysis. Thus, it includes questions pertaining to employee satisfaction with the college planning processes and opportunities for their participation in those processes. The most recent report of this survey became available in May 2010, and was distributed to planning groups for review. Two public forums were held in October 2010 to facilitate dialogue concerning the ramifications of the findings and to discuss various means of responding to issues identified as needing improvement [Ref. IB-39]. Among the immediate steps being taken in response to the results of the 2010 MJC Climate Survey are the consolidation of tutorial, math and writing skills labs into an Integrated learning Resource Center to be housed in the renovated East Campus Library [Ref. IB-44] and the revision of decision-making processes for ranking staffing and equipment needs identified in program review documents [Ref. IB-32].

**Self Evaluation**

The college meets the Standard. Modesto Junior College provides evidence that the planning process is broad-based by distributing reports to all constituent groups, allocates resources based on program review and analysis of data, and conducts regular evaluations of its processes for improvement of its institutional effectiveness.

**Planning Agenda**

None.

**I.B.5 Assessment**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Descriptive Summary**

The results of Modesto Junior College’s annual program review process, the annual assessment of progress toward achieving the goals and objectives in the MJC Strategic Plan, the annual Institutional Effectiveness Report, the college’s performance on the state accountability measures (ARCC), the status of implementing the projects in the college’s facilities planning documents (Measure E Project List, Facilities Master Plan), the results of the Annual Climate Survey, and other assessments of the institution’s effectiveness (such as the CCSSE and Comprehensive Assessment Report) are submitted to College Council, the AIE Committee, the Planning and Budget Committee, Academic Senate, and the Board of Trustees for review and analysis [Ref. IB-45, 46, 47, 48, 49]. These reports are also posted on the college website so that students, faculty, staff, administrators, and community members have direct access to these reports [Ref. IB-50]. The reports are also distributed to the shared governance groups for discussion with members of their constituency groups [Ref. IB-51].

Additionally, data gleaned from internal assessment processes are shared with the public at large via press releases, appearances of the college President on public access television, at service organizations and through distribution of publications such as those listed above. For example, on an October 18, 2010 public access television broadcast, the college President shared the results of an analysis of the
success of Modesto Junior College student athletes which indicated that athletes have higher grade point averages and significantly higher transfer rates than the student body as a whole [Ref. IB-52].

Templates have been created and are used for instructional departments, student services, and operational units program reviews [Ref. IB-12, 35]. These completed templates are used to document the goals and measurable objectives, including SLOs, in the college planning processes. The results of these program reviews are shared campus wide, as described above, and are used to inform the planning, assessment, program improvement, and resource allocation processes. The Assessment Work Group compiles and distributes the Annual Comprehensive Report on the college’s efforts on student learning [Ref. IB-36]. This annual report is also shared with the Board of Trustees [Ref. IB-53]. Program review results and SLO attainment are also reviewed at the division and department level in division and department meetings.

Self Evaluation

The college meets the Standard. As noted earlier in the Standard, assessment of the college’s processes indicate need for better communication with the different constituency groups [Ref. IB-40]. In the past, the culture has been deeply seated in an informal process of communicating results and progress toward goals; consequently, the transition to a more formal, systematic means of public communication will foster the creation of more formal organizational linkages between the entities of the college charged with data analysis and the dissemination of information to appropriate constituencies.

Planning Agenda

The college will continue to perfect its assessment efforts and the communication of those results to the campus community.

I.B.6 Modification

The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Modesto Junior College values logical and efficient integration of governance and planning. It identifies process gaps and opportunities for improvement, develops action plans with which to respond, and responds accordingly. Modesto Junior College recently identified and responded to significant gaps in existing planning and resource allocation processes and an overall lack of integration and transparency. The evidence shows that key processes and structures have been and continue to be modified to increase transparency, efficiency, and integration of planning and resource allocation. Modesto Junior College is establishing and implementing a fully integrated, systematic and largely automated set of mechanisms through which planning and resource allocation processes can be monitored, regularly evaluated and improved.

The Accreditation/Institutional Effectiveness Committee (AIE) is charged with evaluating the efficacy of planning and resource allocation processes and making recommendations for improvement [Ref. IB-10]. Recommendations regarding processes for planning and resource allocation are derived from evaluation of feedback of contributory processes and assessments conducted by the Accreditation/Institutional Effectiveness Committee [Ref. IB-13]. The resulting recommendations are typically forwarded to the Planning and Budget Committee for consideration. If that committee is amenable to those recommendations, the committee forwards them to the college President for consideration and implementation and to the College Council for information dissemination [Ref. IB-14].

Self Evaluation

The college meets the Standard. Various strategic measures have been taken to evaluate and improve
the efficacy of ongoing planning and resource allocation processes. In July 2008, the college conducted “Accreditation Study Sessions” where the college community gathered to compare the college’s current level of planning and integration with the ACCJC Rubric for Evaluating Institutional Effectiveness. A “gap analysis” was derived from the outcomes that plainly identified significant gaps in planning and resource allocation. Ten planning gaps were identified for which twenty-two solutions were mapped at both a college and district level [Ref. IB-17]. Exposures of these gaps heightened awareness of a significant lack of integration, and also illuminated gaps in understanding of how processes and ancillary plans interact with the strategic plan. Immediate action was taken to address these gaps in the months that followed. Included in that action plan was the preparation of the document, Introduction to Decision-Making at MJC 2008-2010 [Ref. IB-4]. Over the past few years, although there have been some minor changes to the document (e.g., committee memberships), there is a need for the college community to review and revise its current committee and decision-making structure.

Based on the analysis described above, as well as discussion and analysis of the results of the 2010 MJC Climate Survey additional improvements have been made to the college’s planning and resource allocation processes [Ref. IB-14]. The effectiveness of these recently implemented improvements was evaluated by AIE at the conclusion of the fiscal year 2011 funding cycle; improvements for the planning and resources allocation processes will be implemented for the 2011-12 funding cycle [Ref. IB-32].

Planning Agenda

Conduct a comprehensive evaluation and revision of Introduction to Decision-Making at MJC, Fall 2008 - Spring 2010 during the 2011-12 academic year.

I.B.7

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Modesto Junior College assesses its evaluation mechanisms using a systematic review of its effectiveness in improving all components of the college’s programs and services. The college uses the Institutional Effectiveness Report, the Accountability Report for Community Colleges (ARCC), Community College Survey of Student Engagement (CCSSE), Campus Climate Surveys and other reports to gather evidence as to the effectiveness of its educational programs, student support services, and library and other learning support services.

The primary mechanism for evaluation of improving institutional effectiveness is through the college’s program review process. Commencing in fall 2011, the college launched an online program review (PRNet) module within CurricUNET, the college’s curriculum management system. This online database houses all types of program review – Instructional, Student Services, Blended Instructional and Student Services, and Administrative Unit [Ref. IB-54]. Components of program review include analysis of staffing, resource requests for subsequent years, and a requirement to analyze the effectiveness of resource allocations from previous years. Research within instructional program reviews includes trend analysis for fill rates, course location, and modes of instruction; faculty trends; time of day offerings; and analysis of student retention and success. The program review module displays each research element over a 5-year time span, as both a table and a graph, and requires the program/department to record their analysis within each category. The information is compiled, is reviewed and evaluated by the program manager, the Accreditation/Institutional Effectiveness (AIE) Committee, and acted upon by the Planning and Budget Committee (PBC) in order to improve the process.
For student services programs, a similar trend analysis includes the demographics of the students in a given program; the number of students enrolled; and the number who attended orientation, took assessment tests, have an educational plan on file, and were placed on academic probation or dismissed. Administrative units analyze overall unit operations, effectiveness of staffing and assignments, and allocation of resources.

Modesto Junior College is very active in establishing and assessing Student Learning Outcomes, the primary process used for evaluating student learning in specific courses and programs. In 2008, a four-year cycle of assessment of SLOs was established with the goal of all courses being assessed at the end of that cycle [Ref. IB-55]. As of fall 2008, each active course has developed course level student learning outcomes (SLO). For the 2010-11 MJC Catalog [Ref. IB-56], the college published Program Learning Outcomes for forty-two different educational programs, with a goal of publishing Program Learning Outcomes (PLO) for 50 percent of its programs in the 2011-12 MJC Catalog and 100 percent by the 2012-13 MJC Catalog. While the institution did not meet its goal of 50 percent by 2011-12, the Assessment Work Group has put together plans to facilitate the accomplishment of this goal. These plans are available for on the college’s Assessment Workgroup website [Ref. IB-57].

All student service areas have formulated Service Area Outcomes (SAO) and have begun assessing their effectiveness in meeting those goals. All administrative units have established Administrative Unit Outcomes (AUO) and have begun assessing those as well [Ref. IB-36].

In conjunction with the implementation of PRNet in fall 2011, the college launched an Outcomes Assessment module within CurricUNET. The module was designed by the Accreditation/Institutional Effectiveness Committee with input from the Assessment Work Group to gather comparable assessment results across all areas [Ref. IB-58]. By using a database to house this information, faculty, staff and administrators across the college continue to use authentic assessments and house results in a more uniform and institutionally accessible manner that can now be used for continual program/services improvement.

Use of this Outcomes Assessment database module allows the Assessment Work Group to prepare tables of outcomes and results, and assist in the preparation of the annual Comprehensive Assessment Report [Ref. IB-36]. For programs receiving allocation of resources in response to Action Plans and/or requests based on Outcomes results, PRNet automatically populates certain fields in the following year requiring information about the effectiveness of Action Plans and/or resources. In addition, the Outcomes Assessment module imports information about the number of outcomes assessed in any given area and action plans directly into the program review module within CurricUNET. A follow-up window within program review asks the reviewers to consider whether they’re making the appropriate progress toward overall assessment of their courses and programs, and highlight the specifics noted in action plans.

Planning processes are also evaluated annually for their efficiency and efficacy in supporting student learning at Modesto Junior College. Each spring, an Annual Status Report, a report describing the college’s progress on its strategic plan, is prepared and disseminated to the college community [Ref. IB-24]. The Status Report provides evidence of the college’s work and each instructional/student services/administrative unit’s progress towards achieving its strategic goals. Each summer, administrators, faculty and staff leaders and Associated Students of Modesto Junior College (ASMJC) student leaders attend a joint PBC and AIE Assessment Workshop where the participants discuss the college’s Annual Status Report to determine if the college reached its previous year’s goals [Ref. IB-15]. Program review, integrated planning processes and Student Learning Outcomes are evaluated against the ACCJC Rubrics to determine the college’s level of institutional effectiveness. Action plans are developed at the workshop for the college’s use in the upcoming academic year.

Self Evaluation

The college meets this standard. As noted earlier, all departments/unit areas use a variety of mechanisms to gather evidence about the effectiveness of their programs and services. As a result of the program review process, assessment of student learning
outcomes and annual analyses of institutional processes, significant improvements in educational programs, student support services, and library and other learning support services have been made throughout the college.

One such example is the development of Integrated Learning Centers at the college. In order to determine the sufficiency and quality of the library’s resources, MJC’s 2010 MJC Climate Survey contained a statement related to the library to which employees were asked to respond. The statement (3.8) was, “Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.” Results indicated 55.8 percent strongly agreed or agreed, 30.9 percent strongly disagreed or disagreed, and 13.3 percent responded not applicable or did not answer [Ref. IB-5]. The fact that nearly one-third of faculty, staff and administrative respondents disagreed with a statement concerning the adequacy of library resources indicated that this was a matter of concern that needed to be addressed.

Additional data contained in the 2010 MJC Climate Survey, as well as the Spring 2009 Community College Survey of Student Engagement (CCSSE) [Ref. IB-48] concerning low rates of student utilization and student/faculty/staff satisfaction with college writing and math skill labs and tutorial services prompted a decision to incorporate an Integrated Learning Resource Center into the planned renovation of the East Campus Library and to develop a similar facility on the West Campus. The college is moving forward with these plans to better support its instructional programs [Ref. IB-44].

Program reviews such as the ESL Department include comments on students’ educational goals in addition to action plans to improve the instructional program. As a result of such work, the ESL and Career Technical Education Departments are strengthening their working relationship to better serve students according to the needs both students and employers have expressed. Shorter, more intensive courses with vocational themes are currently being developed as the most recent example of the two departments’ collaboration [Ref. IB-59].

In fall 2012, MJC will offer new English for Life and Work courses that will allow students to progress toward employment and job-specific workforce preparation [Ref. IB-60]. Throughout the sequence of these courses, students acquire transferrable skills and competencies, including conducting a job search, applying and interviewing for work, interacting with supervisors and co-workers, and understanding workplace safety procedures. The MJC ESL Department’s newly expanded course offerings were developed with job-specific training programs, non-profit organizations, and employment agencies in order to meet the needs of English language learners in the community. Student acquisition of these skills and competencies will be assessed regularly using formative and summative evaluations.

Planning Agenda

None.
References for Standard IB

1. Agenda from Institute Day Planning Meetings
2. Measure E Open Forum, October 6, 2010
3. Planning and Budget and Accreditation/Institutional Effectiveness Committee Agenda, August 16, 2010
4. Introduction to Decision-Making at Modesto Junior College, Fall, 2008 – Spring, 2010
5. Modesto Junior College, Climate Survey Analysis, Spring 2010
6. Yosemite Community College District Board of Trustees Meeting Minutes, Acceptance of Mission Statement, October 13, 2010
7. Modesto Junior College, Educational Master Plan (EMP), 2006-07
8. Modesto Junior College, Strategic Plan, 2008-2013
9. Executive Summary of Prioritized Strategic Goals
10. Accreditation/Institutional Effectiveness (AIE) Committee, Charge and Membership
11. Modesto Junior College, Institutional Effectiveness Report 2010
12. Template: Program Review
15. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Agenda, May 6, 2010
16. Planning and Budget Committee (PBC), Process for Prioritizing Staffing and Equipment Requests
17. Brain Trust Workshops, Summer 2008
18. Resource Allocation Model, August 2010
19. “Just the Facts” Email
20. Yosemite Community College District Board of Trustees Meeting Minutes, ARCC Data Presentation, January 2011
22. Integrated Planning and Budgeting Processes’ Timelines of Activities
23. Planning and Budget Committee Charge and Membership (Pgs. 13 -14)
25. Email to staff encouraging people to participate in Climate Survey
26. Accreditation/Institutional Effectiveness Committee Meeting Minutes, Strategic Goal Leaders, January 2011
27. Accreditation/Institutional Effectiveness Committee Meeting Minutes, April 2010
References for Standard IB

28. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Minutes, May 6, 2010
29. Fall Institute Day Program, 2010
30. Zero Based Budget
31. Modesto Junior College, College Council Minutes, Budget Discussions, October 11 and 25, 2010
32. Modesto Junior College, Staff Prioritization Survey Executive Summary, 2011
33. Mission, Vision and Core Value Statements, Modesto Junior College
34. Modesto Junior College, Educational Master Plan (EMP), 2006-07
35. Template: Administrative Unit Review
36. Modesto Junior College, Comprehensive Assessment Report, 2011
37. Planning and Budget Committee, Hiring Prioritization Flowchart, 2010-2011
38. Accreditation/Institutional Effectiveness Committee Minutes, Climate Survey Analysis, Fall 2010
39. Climate Survey Results, Open Forum, October 2010
40. Analysis of Themes from MJC Climate Survey Focus Group Interviews, Fall 2010
41. Planning and Budget Committee Minutes, Open Meeting on Staff Prioritization
42. Academic Senate Resolution FL10-A
43. Yosemite Community College District Board of Trustees Meeting Minutes, Adoption of MJC Strategic Plan, July 2008
44. Library Remodel: Integrated Learning Resource Center
45. Accountability Reporting for Community Colleges Report (ARCC), 2011
46. Modesto Junior College Measure E Bond Projects Website
47. Modesto Junior College Facilities Master Plan, 2007
48. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
49. Yosemite Community College District Board of Trustee Meeting Minutes, ARCC Data Presentation, January 2011
50. Office of Research and Planning Website
51. College Council Minutes, ARCC Data, Spring 2011
52. Athletics and College GPA Comparison, 2009-2010
53. Yosemite Community College District Board of Trustees, Agenda, June 8, 2011
References for Standard IB

54. PRNet Information (Pgs. VII and 96)
55. Four-Year Cycle of SLO Assessment
56. Modesto Junior College Catalog 2010-2011
57. Assessment Workgroup Website
58. Accreditation/Institutional Effectiveness Committee Minutes, PRNet Discussion April 2010
59. ESL Program Review, 2009-2010
60. ESL: English for Life and Work Courses
Standard II.A: Student Learning Programs and Services
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.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified Student Learning 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.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Modesto Junior College employs multiple methods to gather data and utilize this information in planning with regard to the demographics of its students, their varied educational plans and needs, and the diversity, demographics, and economy of its community. Research and analysis is conducted by the Office of College Research & Planning, the Accreditation/Institutional Effectiveness Committee, and individuals and departments across campus, and those results guide development of new courses and programs and make modifications to existing ones. The sources for this research include, but are not limited to, institutional surveys, outcomes assessment efforts, program review reports across all college areas, and external reporting agencies such as the Bureau of Labor Statistics, the regional Center for Excellence housed at Modesto Junior College, advisory committees, student data reports, and the California Community College Chancellor's Office Data Mart.

The college identifies the varied educational needs of its students in multiple ways. One key way is via the Modesto Junior College Educational Master Plan [Ref. IIA-1]. The Executive Summary explains the process and purpose well:

- The Modesto Junior College Educational Master Plan 2006-2007 was completed to assist the College in planning for change and growth in its programs and services for the coming ten years. This Plan uses methods and measures that provide a basis for the development of a related Facilities Master Plan. The relationship of the two Plans stems from the philosophy that the educational programs and services needed by current and future students should drive the type and size of facilities provided.

- The processes used in the development of the Plan began in October 2006 and included gathering quantitative and qualitative information about the programs and services at Modesto Junior College and about the district service area. The process also involved developing projections of future population and enrollment. In addition, the expert opinions of staff and faculty engaged in the college’s programs were sought in interviews with more than 125 individuals and with program managers.
Projections for the future of programs were then developed and organized into one comprehensive document.

- Based on the information and the Plan’s projections, recommendations regarding programs and services were made with the purpose of improving them. Recommendations were also proposed regarding the location of programs and services.

In light of the Educational Master Plan, the college also developed its Strategic Plan in 2008 [Ref. IIA-2]. The purpose and approach in developing the Strategic Plan were summarized by Dr. Richard Rose in his “Message from the President”

- This strategic plan outlines a vision for the future of Modesto Junior College and provides clear direction and priorities for the next five years.

- Building on the Yosemite Community College District vision, mission, and values, the plan incorporates information and ideas contributed by all constituent groups within the college community, as well as from external stakeholders beyond our college borders. The plan considers internal and external environmental factors that most affect our ability to achieve our mission.

- Our students and their success as well as community needs are at the heart of our endeavors. This document is a high level action plan that fosters concepts of student success, program review, Student Learning Outcomes, planning and institutional effectiveness, campus climate, human resource needs, external relations (business, industry, community) and student engagement. The ten goals and planning agendas are comprehensive to the needs of our institution.

Modesto Junior College is identified as a Hispanic Serving Institution. This designation allows MJC to seek specialized grant funding, and the institution is able to address specific educational needs of this particular student population.

The assessment process for placement into mathematics, English, reading, and ESL most directly identifies the specific educational needs of students. Incoming students are required to take a locally validated assessment test, approved by the California Community College Chancellor’s Office (CCCCCO), before enrolling in courses in these areas or in other courses that have approved prerequisites in these areas. Local validation studies have demonstrated that without appropriate scores on assessment tests, students are unlikely to succeed in higher level courses [Ref. IIA-3]. The college has also established standard exceptions to the assessment requirement; substituting Advanced Placement exam scores for assessment results as seen on page 36 of the 2011-12 MJC Catalog [Ref. IIA-4].

In addition, the college upholds communication and computation prerequisites imposed by the University of California. For instance, beginning in fall 2005, the UC Office of the President required that all core science sequences for majors such as biology and chemistry have a prerequisite of intermediate algebra, and for scientists and engineers, physics has a prerequisite of calculus, among others detailed in their memo [Ref. IIA-5]. By upholding those prerequisites, the college ensures that students who complete their coursework at Modesto Junior College will be able to transfer those units directly to the UC campus of their choice.

A college-wide Career Technical Education (CTE) Advisory Committee, made up of industry and college representatives meets regularly to discuss how to improve CTE at the college; to make the most of the community resources that are available; to develop strategies to improve the relationships between the college CTE programs, business and industry; to provide expertise to assist the college in improving core indicators that fall short of negotiated targets; and to assist with student placement in related occupations [Ref. IIA-6]. Additionally, vocational departments at the college hold regular meetings of Advisory Committees for their Career Technical Education (CTE) programs. These committees consist of representatives from the college and local industry and are charged with ensuring that the programs meet the needs of local industry so that upon completion of the program, students are properly prepared for careers in which jobs exist in the local community. As a key component, the advisory committee along with the instructional department is required to review each CTE degree or certificate every two years. This contrasts with the five-year requirement for academic courses. As a
In spring 2009, the college utilized the Community College Survey of Student Engagement (CCSSE) to better understand its student body [Ref. IIA-9]. In addition to administering the CCSSE, the MJC College Research and Planning Office coordinated the administration of the online Community College Faculty Survey of Student Engagement (CCFSSE) for the college's faculty [Ref. IIA-10]. This addition enhances the college’s ability to assess student engagement and satisfaction and institutional practices by determining whether MJC group responses are generally above or below norms in terms of the national CCSSE student group, the Hispanic Student Success Consortium (HSSC) group, the Extra Large Community Colleges (XL CCs) group, the MJC CCFSSE faculty group, the Learning Communities oversample, and the MJC student group in 2006.

Conversations concerning the detailed data from the CCSSE and CCFSSE in terms of comparisons between the 2009 MJC student group and the other groups (national CCSSE, Hispanic Student Success Consortium, Extra Large Community Colleges, MJC Faculty group, Learning Communities, and the 2006 MJC student group) occurred throughout the 2010-11 academic year [Ref. IIA-11]. The reviews of the various sets of data help determine if any action needs to be taken to improve processes and activities related to questions in the Student-Faculty Interaction and Support for Learners benchmarks. In addition to conversations regarding data related to these benchmarks, conversations related to the Frequency of Use, Importance, and Satisfaction of Student and Instructional Services are taking place. For example analysis of CCSSE results—pertaining to low student utilization and low-to-moderate satisfaction rates with regard to the college’s math, writing and tutorial labs—contributed, in part, to a decision to formulate plans for consolidating these labs into an Integrated Learning Resource Center as part of the planned renovation of the East Campus Library. Similar plans for lab consolidation into an Integrated Learning Resource Center are underway for the West Campus.

As a part of the ongoing assessment of institutional effectiveness at Modesto Junior College, the MJC Accreditation/Institutional Effectiveness (AIE) Committee and the MJC College Research and Planning Office designed a Campus Climate Survey. AIE electronically administered the survey to all 1,028 employees of Modesto Junior College [Ref. IIA-12]. A total of 430 employees responded for a 41.8 percent response rate. The questions corresponded with the four categories of accreditation: Institutional Mission and Effectiveness; Student Learning Programs and Services; Resources - Human, Physical, Technology, Financial; and Leadership and Governance. Results were analyzed and cross-tabulated by various employee characteristics, including demographics, employee classification and length of service. Campus leaders have used the results to better understand the college culture and determine areas where the college can better meet the educational needs of its students. Example questions and brief response analysis:

- MJC seeks to meet the varied educational needs of students through programs consistent with their educational preparation. (Almost 80 percent of respondents agreed with this statement.)
- Tutorial services are sufficient to support MJC faculty, students, and instructional programs, regardless of location. (Almost 55 percent agreed, 32 percent disagreed, but 13 percent had no opinion. That 13 percent are without an opinion indicates that the college needs to ensure all faculty and staff are fully aware of available tutorial services. The comparatively high number of responses questioning the sufficiency of tutorial services contributed to the aforementioned decision to consolidate and relocate tutorial services into an Integrated Learning Resource Center)
• Student support services address identified needs of students and enhances a supportive learning environment, regardless of location. (Approximately 70 percent agreed.)

The college held two open forums in fall 2010 to facilitate campus-wide dialogue and discussion [Ref. IIA-13]. By reviewing and discussing this data, the college is assessing whether it meets the needs of its students.

The college employs a number of methods to meet the varied educational needs of its students. For instance, the Counseling department offers a variety of Guidance courses designed to meet students’ various needs [Ref. IIA-4]:

• GUIDE 109 – International Student/New American Focus – 1 unit
• GUIDE 110 – Educational Planning – ½ unit
• GUIDE 111 – Career Awareness – 1 unit
• GUIDE 112 – Job Hunting Skills – ½ unit
• GUIDE 116 – Orientation for Re-Entry Adults – 2 units
• GUIDE 120 – Success Strategies for Transfer Students – 3 units

The college has implemented a number of strategies to meet the above goals of the BSI Action Plan. In course schedule development, Basic Skills courses are prioritized to minimize section reductions during times of budget shortage. The English department recently revised job descriptions to prioritize Basic Skills qualifications [Ref. IIA-15], and the Presidential Screening Committee asked Basic Skills-related questions. Research into Basic Skills student performance reveals the increased success of students taking one-unit supplemental courses in English and reading and of students taking courses with Learning Community cohorts. Data requested from the Institutional Research Office covering spring ’05 to ’09 indicate that students who take the co-requisite Reading 40 along with English 49 succeed at a rate of 48 percent as compared to a similar group with no co-requisite, which had a success rate of 42 percent. This data shows significant improvement in student success when these co-requisites are enforced. As a result, more supplemental courses have been paired with English courses and more learning communities have been created and include English, reading, math, and Guidance. In January 2010, the Institutional Research Office produced a document entitled “Exploring Learning Communities”. This document explored the success rates of students in Learning Communities and found: “In consideration of the findings in the LC studies, the MJC Research Office ran several scenarios involving English 49 and English 50 paired with Reading 40, Reading 82, English 44 and English 46. In analyzing data over several years involving multiple terms, the MJC Research Office concluded that Reading 40 and English 44 are prevalent factors in English 49 success. Reading 82 and English 44 are prevalent factors in English 50 success. There were few cases of either English 49 or English 50 success involving students also taking English 46.” This research exemplifies that learning communities foster student success [Ref. IIA-16].

In 2008, a full-time, tenure-track Basic Skills Counselor was hired. The Counselor is highly visible; situating the office among English, ESL, Reading, and Math classrooms; workshops are offered on topics such as studying and test preparation; a Make the Connection supplemental workshop is offered allowing English, ESL, and math students additional tutoring and increased access to their instructors two
hours per week; and by collaborating with the Dean of Literature and Language Arts and Counseling to strengthen linkages between divisions and ensure the consideration of Basic Skills students in more college initiatives [Ref. IIA-17].

The State Academic Senate has made many professional development opportunities available to administrators, faculty, and staff, and the Basic Skills Initiative funds at the state and local level have allowed many from Modesto Junior College to participate. However, the Basic Skills Action Plan’s Goal 3 has not been specifically accomplished or prioritized, which is likely a result of a vacant Director of Basic Skills position due to ongoing budgetary challenges. The degree to which the Basic Skills program is highly-structured and coordinated depends on the efforts of the Director of Basic Skills, and with the position vacant this goal has not been met.

The Early Alert system was fully functional in 2008. It allows faculty to easily notify staff, counselors, and administrators of students who would benefit from additional support, and those students are promptly contacted for intervention [Ref. IIA-18].

Funding from the Basic Skills Initiative has enhanced services, primarily through tutoring, that students receive in the Writing Centers, Centers for Learning Assistance, and Math Drop-in Centers and has increased the amount of staff available to work with Basic Skills students in those centers for more hours per day and for more days per week, including summer. For example, recent data regarding the Writing Centers and Math Drop-in Centers illustrate that tutoring increases student success.

### Spring 2009 English Students

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<th>Writing Center Students</th>
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<th>Drop-In Center Tutored Students</th>
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<td>428</td>
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<td>137</td>
<td>86</td>
<td>62.8%</td>
</tr>
<tr>
<td>Overall</td>
<td>3129</td>
<td>1581</td>
<td>50.5%</td>
<td>460</td>
<td>291</td>
<td>63.3%</td>
</tr>
</tbody>
</table>

- English students in the “All Other Student” category may have received tutoring in LB-10 while math students in the “All Other Student” category may have received tutoring one of the other three tutoring locations (LB-10, Yosemite 118, or Sierra-214).

- The above and previous page tables give an indication that tutoring improves student success in, most notably, Basic Skills and Pre-Collegiate Courses.

- Further tracking of tutored students and analysis of the tutoring programs is needed to substantiate or disprove tutoring effectiveness.
Based upon the above research and analysis, all tutoring funds for the Basic Skills and Pre-Collegiate courses have been institutionalized; in 2010 general funds monies were designated for tutoring salaries in the Writing and Math Drop-in Centers [Ref. IIA-19]. By recognizing the importance of these student support services, the college is able to redirect its limited Basic Skills funds to other initiatives.

Under the supervision of the Curriculum Committee, the college establishes and reviews prerequisites, co-requisites, advisories, and limitations on enrollment to ensure student success by placing them into appropriate courses based on their preparation [Ref. IIA-20]. The Curriculum Committee follows all guidelines set forth in Title 5 and Ed Code, and its procedures align fully with the model procedures put forth by the California Community College Chancellor’s Office (CCCCO). For instance, students come to the college with a variety of backgrounds stating that they wish to major in Nursing. Through the assessment process, the students’ academic preparation are determined, and then through prerequisites and co-requisites, the college channels the students through an appropriate collection of courses so that they can expect to have necessary knowledge in place when they arrive at a certain point in a certain course, such as Biology before Anatomy and Anatomy and Chem 143 before Physiology [Ref. IIA-4]. Without enforcing established prerequisites, students would be highly unlikely to succeed in their increasingly advanced coursework.

In 2009, the college was awarded a Title 5 grant [Ref. IIA-21]. The purposes of the grant are multifaceted, encompassing a First Year Experience Program as well as support for professional development and events to foster diversity. Eligibility criteria for the allocation of professional development funds under this program include an outcomes assessment component [Ref. IIA-22].

Modesto Junior College’s Career Technical Education (CTE) courses and programs are developed and reviewed by faculty in concert with their local advisory committees. Programs review local labor market data, analyze student demand, forecast upcoming changes in industrial techniques and certifications, and design programs to meet these needs. CTE faculty and administrators complete annual plans for staffing and equipment expenditures, attend regular meetings to discuss CTE direction and expenditures, and track progress of CTE students against the core indicators. CTE leaders meet together to allocate resources, primarily dedicated CTE funds, on a split basis—a lump sum set-aside that is allocated on a rotating basis to a division for a significant program or program upgrade, a base amount to each area as a general allocation for overall program improvement and the remainder based on proposals for special equipment or other appropriate purposes, all based on each program area’s annual CTE plan. By allocating funds only to those programs completing their appropriate CTE review, oversight, and analysis, the college is assured that its CTE programs are regularly updated and redesigned to meet the changing educational needs of its students [Ref. IIA-23].

In contrast with labor market analysis and local advisory committee oversight for CTE course and program development, the college develops its transferable courses and programs based on the expectations of our transfer partners, primarily the California State University and the University of California. A review of the MJC Catalog shows several major programs whose expressed intent is to prepare students for transfer, and whose components are largely dictated by university expectations. Examples include computer science, English, music, and theater [Ref. IIA-4].

In the 2007-08 academic year, in response to changes in Title 5 disallowing the generic “Transfer Studies” degree, a work group of the Curriculum Committee carefully researched allowable degree types and the new “area of emphasis” designation and developed guidelines for creating a new University Preparation with Area of Emphasis degree program, establishing a variety of emphases available to students depending on their educational needs and plans. The committee authored a document entitled Guiding Principles in Developing Areas of Emphasis for Modesto Junior College V. 2 in which they described the overriding goal: “By following the recommendations on ASSIST, the student will complete the Area of Emphasis (AOE) in a given area and be prepared for transfer to his/her destination university [Ref. IIA-24].” The required courses for each AOE consist of those that are

Standard II.A: Student Learning Programs and Services
commonly required at the most prevalent transfer destinations for MJC students, and the elective courses consist of those advised by at least one of these transfer destinations. The result is that when a student follows the recommended preparation within ASSIST for a given major at a given university, he/she will also be completing the requirements for the MJC University Preparation with Area of Emphasis. Conversely, if a student knows that he/she plans to transfer within a given field of study, by completing the requirements for the Area of Emphasis, particularly the required courses, he/she will be meeting the expectations of the most common transfer institutions in that field. Students are advised within the MJC Catalog and in person with their guidance counselors that they need to carefully select their electives in order to meet the specific expectations of their transfer destination of choice.

All told, in the 2011-2012 MJC Catalog, students have the option to complete 22 different Areas of Emphasis within the Associate of Arts in University Preparation, 35 other Associate of Arts degrees, 59 Associate of Science degrees, 73 Certificates of Achievement, 27 locally approved Skills Recognition awards, and two special Certificates of Achievement in CSU General Education and IGETC General Education. This diversity of offerings is touted by counselors and outreach recruiters from the college on a regular basis as allowing students to meet their varied educational needs [Ref. IIA-4].

As new transfer-level courses are created, faculty authors are required within CurricUNET, a curriculum management system, to list lower division “comparable courses” at CSU and UC campuses. The Curriculum Committee Technical Review Team, including the MJC Articulation Officer, ensures that these fields are completed [Ref. IIA-25]. Upon approval of the course by the Curriculum Committee, the Articulation Officer begins the process of establishing course-to-course articulation agreements with other colleges. This process is designed such that MJC’s transfer-level courses are articulated to many colleges across the state and that they are at the appropriate freshman/sophomore level versus the junior/senior level, pursuant to the mission of the community colleges. By ensuring that MJC courses are not upper-division in design or content, MJC students are protected from the frustration of being told by a transfer institution that they must retake course material taken at MJC because it is offered as upper division at the university.

The Curriculum Committee also reviews and recommends all submissions for consideration for placement in CSU General Education areas and IGETC areas. The MJC Curriculum Committee has adopted a very thorough approach to comparing courses against category descriptors and only submitting those that are appropriate. Because of this ‘filter first’ approach (as opposed to the ‘send everything and see what gets approved approach’), MJC has a very high approval rate [Ref. IIA-26].

<table>
<thead>
<tr>
<th></th>
<th>CSU-GE Pattern</th>
<th>IGETC Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Submitted</td>
<td>Approved</td>
</tr>
<tr>
<td>2004-05</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>2005-06</td>
<td>7</td>
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<td>11</td>
</tr>
<tr>
<td></td>
<td>82</td>
<td>69</td>
</tr>
</tbody>
</table>
In spring 2010, the California legislature enacted SB1440 which empowers community colleges to develop Associate degrees consisting of 60 transferable semester or 90 transferable quarter units, a minimum of 18 semester units or 27 quarter units in a major or area of emphasis, and completion of either the IGETC or CSU GE-Breadth General Education patterns. As required by the law, MJC has developed and approved 2 Transfer Model Curricula Aligned degrees: Communications Studies or Transfer and Math Studies for Transfer [Ref. IIA-27].

In addition to for-credit courses and programs, the college has a small non-credit program. As per guidance from the State Chancellor’s Office, long-standing non-credit offerings for older adults have been shifted to the not-for-credit Community Education realm in 2010 [Ref. IIA-4]. The remaining non-credit programs consist of a successful and popular collection of English as a Second Language courses, whose purpose it is to lead students through the fundamentals and into for-credit ESL courses and then mainstream courses, a small number of Workforce Skills classes offered through Contract Education, and Supervised Tutoring courses (formerly recorded as College Skills). Going forward, the college will be focusing on maintaining and expanding its Supervised Tutoring activities within Integrated Learning Resource Centers on each of its campuses.

Modesto Junior College develops and promotes programs and courses consistent with the diversity, demographics, and economy of its service communities. The MJC Catalog reflects diverse course offerings covering the breadth from basic skills to transfer level to CTE. For example, the college offers a Certificate of Achievement as an Artificial Insemination Technician, with extraordinarily practical and hands-on coursework, and a University Prep: Area of Emphasis A.A. degree in Mathematics, with coursework containing the most abstract concepts of Differential Equations and Linear Algebra. Courses range from a basic skills spelling course up through advanced math courses.

The college offers one program specifically addressing diversity, a Skills Recognition Award in Ethnic Studies. The program consists of a six unit core plus nine units in either an International Studies Option or a Domestic Studies Option [Ref. IIA-4]. The purpose of the program, as stated in a sample letter to employers is “…to teach individuals how to understand, interpret, and respond to the cultural ideas and experiences of others effectively [Ref. IIA-28].”

In addition to for-credit courses and programs, the college actively promotes a number of community outreach activities designed to incorporate MJC faculty, staff, and administrators into the community outside the college grounds. One example is the Civic Engagement Project. Quoting from their website [Ref. IIA-29]:

“The purpose of the MJC Civic Engagement Project is to promote responsible social stewardship as a primary value in higher education. The program is a joint venture between the Yosemite Community College District, Associated Students (ASMJC) and the League of Women Voters of Modesto. The project has four areas of interest:

- Film & Lecture
- Environmental (Project Green)
- Multicultural Education
- Voter Education”

Another outreach program is the Modesto Area Partners in Science (MAPS) [Ref. IIA-30]. The MAPS program describes itself on its website:

The Modesto Area Partners in Science (MAPS) lecture series has operated since 1990 to foster science education in our community for youths through adults. Once a month during the academic year, MAPS offers stimulating free science programming, bringing educators and local citizens into contact with scientists and mind-expanding ideas.

MAPS program coordinators bring in a variety of speakers intended to reflect the diversity and demographics of the community. For instance, in spring 2009 one of the keynote talks was entitled, “Kings and Queens, Tombs and Temples – Archaeologist Ellen Bell shares her recent Mayan archaeological work in Copan. See hidden temples, hieroglyphic stairways, and the skeleton of the founder of Copan.”
Another outreach from the Science, Mathematics, and Engineering Division is the weekly Science Colloquium [Ref. IIA-31]. Coordinators bring in speakers from across the community to speak about issues of interest to both the campus community and the community at large. Recent speakers included Bobby Hutchison, Professor of Sociology, discussing the Biology of Homosexuality; John Arnold of Farmland Management Services discussing Sustainable Farming; and former MJC/current UC Merced student Alla Sbeta discussing An Exploration of the Diversity of Sierra Nevada Freshwater Invertebrates: Insights from Modern Tools.

The Agriculture department is particularly active in the community and regularly participates in and provides programs that reflect the diversity, demographics, and economy of the community. As a division and through individual program areas and student clubs, the Agriculture department provides opportunities for students and staff to be intimately involved with the agriculture community. Examples include, but are not limited to, the following: Future Farmers of America (FFA) Field Days, FFA State and National Judging Competitions, Tractor and Truck Pull Day, Annual Plant Sales, and Agriculture Hall of Fame Dinner [Ref. IIA-32].

The annual Celebration of the Humanities, in its fourth decade, has been institutionalized at the college [Ref. IIA-33]. The Celebration reflects the diversity, demographics and economy of its communities through a student fine arts competition in over twenty different categories. The festival is free to the community.

The Community and Economic Development Division of the college provides an array of responsive, targeted offerings to meet the needs of a variety of community entities and individuals. The units of Community and Economic Development are part of the college’s entrepreneurial programming related to labor market responsiveness and personal enrichment.

Community Education offerings are provided according to Board Policy and Education Code 78300 [Ref. IIA-34]. Proposed offerings in allowable categories are evaluated for their potential contribution to the “physical, mental, moral, economic or civic development of the individuals or groups enrolled in it.” Community Education includes the sponsorship of an emeritus college entitled the Modesto Institute of Continued Learning (MICL) where older adults engage in a variety of intellectual, social and physical pursuits. The membership of the organization is now over 200 strong.

Community Education recently conducted a formal program review with the national organization for community education entitled LERN. During that review several suggestions for program improvement were identified and instituted by the unit. As a result, each offering is now evaluated using the online evaluation system and decisions related to programming and budget are driven by data gathered through the Lumens registration and operations system [Ref. IIA-35].

Corporate College and customized, contract training are developed in response to the needs of business and industry. Program staff members from the Workforce Training Center conduct “front end analyses” to determine the precise interest and needs of corporate clients [Ref. IIA-36]. This process is followed by a program design phase including in most cases, the expertise of academic and vocational faculty and division leadership. Finally, clients within the district service areas, who pay directly for these customized programs and related services, also evaluate the quality of offerings. These evaluations are used to improve services to current and future clients.

International Contract Programs are delivered to specific populations of international students and these programs are supported by government funds [Ref. IIA-37]. Grant resources are utilized to support these J-1 visa students from various parts of Central America and the Caribbean. Student support services are offered through these grant funded programs as well as the regular international student population attending Modesto Junior College [Ref. IIA-38].

Valley Charter High School/Middle College Academy, hosted in concert with the Stanislaus County Office of Education, allows high school students to enroll in college classes while attending grades 11 and 12.
on the college campus [Ref. IIA-39]. Early College High School students take their high school course requirements on campus in the afternoon hours and enroll in selected college courses during morning or evening hours. Many students graduate high school with a significant number of college units on their transcripts.

Modesto Junior College relies upon research and analysis to identify student learning needs in a number of ways, ranging from individuals researching effective instructional techniques or new technology, to departments completing their annual program review, to the many varied activities of the MJC and YCCD Research Departments. Recently, for example, the college research office gathered data pertaining to grade point averages and transfer rates among MJC’s student athletes that revealed that 21 of 22 teams had team GPAs above the college-wide average and that recent participants in student athletics have transferred at roughly twice the rate as the overall student average [Ref. IIA-40].

Program review at Modesto Junior College has taken many forms over the years. However, the college made a substantial effort to revise its process, starting with a pilot project in 2006-07. A small number of departments volunteered to work through the Microsoft Word form and provide feedback for improvement. A larger group did a similar task for 2007-08 and the college launched the process across all instructional departments for the 2008-09 academic year [Ref. IIA-41]. In addition, program review was expanded to include student services and administrative units for the 2009-10 year [Ref. IIA-42, 43].

Commencing in fall 2011, the college is launching an online program review (PRNet) module within CurricUNET. This online database will house all types of program review – Instructional, Student Services, Blended Instructional and Student Services, and Administrative Unit [Ref. IIA-44]. Components of program review include analysis of staffing, resource requests for subsequent years, and a requirement to analyze the effectiveness of resource allocations from previous years. Research within instructional program reviews include trend analysis for fill rates, course time of day offerings, location, and modes of instruction; faculty trends – who has been teaching classes in the program; and analysis of student retention and success. This program review module will display each item over a 5-year time span, as both a table and a graph, and require the program to record their analysis within each category. The analysis will then be reviewed by the program manager, the Program Review Work Group, and the Planning & Budget committee.

For student services programs, a similar trend analysis will include the demographics of the students in a given program; the number of students enrolled; and the number who attended orientation, took assessment tests, have an educational plan on file, and were placed on academic probation or dismissed. Administrative units will analyze overall unit operations, effectiveness of staffing and assignments, and allocation of resources.

Modesto Junior College is very active in establishing and assessing Student Learning Outcomes. In 2008, a four-year cycle of assessment of SLOs was established with the goal of all courses being assessed at the end of that cycle [Ref. IIA-45]. As of fall 2008, each active course has developed course level student learning outcomes (SLO). For the 2010-11 MJC Catalog [Ref. IIA-4], the college published Program Learning Outcomes for forty-two different educational programs, with a goal of publishing Program Learning Outcomes (PLO) for 50 percent of its programs in the 2011-12 MJC Catalog and 100 percent by the 2012-13 MJC Catalog. While the institution did not meet its goal of 50 percent by 2011-12, the Assessment Work Group has put together plans to facilitate the accomplishment of this goal.

All student service areas have formulated Service Area Outcomes (SAO) and have begun assessing their effectiveness in meeting those goals. All administrative units have established Administrative Unit Outcomes (AUO) and have begun assessing those as well [Ref. IIA-46].

College-wide, assessment of outcomes has been ongoing on a departmental level for several years, but has lacked synthesis until recently. In fall 2009, the Accreditation/Institutional Effectiveness Committee chartered the Assessment Work Group, co-chaired by the Assessment Coordinator, the
Director of College Research and Planning, and the Program Review Coordinator with representation across all affected constituencies [Ref. IIA-47]. The work group developed a clear charge:

**Charge of the Assessment Work Group:**

A. Facilitate assessment processes  
   1. Train faculty/staff in writing SLOs, SAOs, and AUOs  
   2. Train faculty/staff in assessing SLOs, SAOs, and AUOs  
B. Receive assessment data from electronic program review reports at the division, service area, and administrative unit levels  
C. Compile, organize, and summarize report data and findings (including best practices and/or changes from divisions, service areas, administrative units, and programs) in an annual *Comprehensive Assessment Report*  
D. Submit *Annual Comprehensive Assessment Report* to Accreditation/Institutional Effectiveness Committee for use in strategic planning and resource allocation  
E. Facilitate dialogue in divisions, departments, programs, service areas, and administrative units  
   1. On SLO, SAO, AUO assessment results  
   2. On Annual Comprehensive Assessment Report  
F. Assist divisions, departments, administrative units, service units, and programs in refining assessment plans and/or processes 

The work group has been extremely effective. They have conducted training sessions, received and reviewed assessment data, compiled two annual *Comprehensive Assessment Reports* [Ref. IIA-46, 47, 48], and reported to the Accreditation/Institutional Effectiveness Committee.

The compilation process for the report in spring 2010 was complicated by a lack of uniformity among submitted reports. Each department reported its results in a way that made sense on a local level, but institutionally it became difficult to compare results across multiple areas and compile results into useful categories. In addition, without a central repository for all assessment data, the members of the Assessment Work Group were given the challenge of collecting and compiling results before analysis. The Assessment Work Group addressed this challenge by creating a standardized reporting form for institutional use [Ref. IIA-49]. At the local level, departments are free to compile data in the most useful form for their own discussion and improvement; however, the use of the standardized form made the development of the 2011 *Comprehensive Assessment Report* much easier.

In fall 2011, the college will launch an Outcomes Assessment module within CurricUNET. The module was designed by the Accreditation/Institutional Effectiveness Committee with input from the Assessment Work Group to gather comparable assessment results across all areas [Ref. IIA-50]. By using a database to house this information, faculty, staff, and administrators continue to use authentic assessments and house results in a more uniform and institutionally accessible manner. The Outcomes Assessment module presents the user first with a drop-down menu asking to identify the type of outcome – SLO, SAO, AUO, PLO, GELO (General Education Learning Outcome) – then presenting them with five direct input items:

1. **State Outcome**  
   *Provide the complete statement of the outcome being assessed.*

2. **Assessment Instrument**  
   *Describe the assessment instrument that is being used, how and by whom it was administered, and to whom it was administered.*

3. **Results**  
   *Provide the data/results from this assessment. (The facts and raw numbers, with sufficient description to understand the data/results.)*

4. **Analysis of Results**  
   *Provide your program’s analysis of the data/results.*

5. **Action Plan**  
   *Please indicate your program’s overall response to this assessment.*

   User selects one of these choices  
   a. *We are comfortable with this outcome and will be checking a different one next time.*
b. We need to adjust and/or revise some aspect of this outcome and re-check it again.

If this is selected, the user is prompted for an Action Plan.

Provide an action plan on what will be altered before this outcome is reassessed. Include reference to what will be modified, by whom, and when.

Use of this Outcomes Assessment database module will allow the Assessment Work Group to prepare tables of outcomes and results. After launching PRNet, the Comprehensive Assessment Report should be substantially simpler to produce. For programs receiving allocation of resources in response to Action Plans and/or requests based on Outcomes results, PRNet automatically populates certain fields in the following year requiring information about the effectiveness of Action Plans and/or resources. In addition, the Outcomes Assessment module will import information about the number of outcomes assessed in any given area and action plans directly into the program review module within CurricUNET. A follow-up window within program review will ask the reviewers to consider whether they’re making the appropriate progress toward overall assessment of their courses and programs, and highlight the specifics noted in action plans.

Self Evaluation

While the institution is making progress toward assessing its programs, the standard has not yet been met. The campus culture is beginning to accept a more data driven/assessment-based model, for over two-thirds of the faculty, staff and administrative respondents to the spring 2010 MJC Climate Survey “agreed” or “strongly agreed” that the college “makes a conscious effort to assess how well learning is occurring” and “makes a conscious effort to make changes to improve student learning [Ref. IIA-12]”. There is some evidence that the college’s recent efforts to promote student success are beginning to have a positive impact, as witnessed by the fact that course-level retention and success rates increased steadily between fall 2007 and fall 2009, rising from 81.2 to 83.2 percent and from 62.7 to 63.5 percent, respectively [Ref. IIA-51]. Despite this positive sense among campus stakeholders, the Comprehensive Assessment Report does not reflect that program level assessment is yet underway. PLOs are developed for some areas; however, the task is not complete across the institution.

The college considers the educational preparation, diversity, demographics, and needs of its learners when developing and promoting educational programs. Consistent with the data-driven decision making model under which the college strives to operate, various types of research (from CCSSE to Industry Surveys) are taken into account when identifying student needs and making plans to accommodate them.

Although the college has initiated campus-wide discussion of the results of the CCSSE, CCFSSE and Campus Climate Survey, at the time of this writing there was a need for broader discussion of research results and integration into program planning. In addition, the college acknowledges that it needs to ensure all CTE programs follow a two-year review cycle. However, the former of these items is in the planning stages and the latter is addressed elsewhere in this document.

Planning Agenda

The college is confident in its current efforts and directions in identifying, planning for, and meeting the varied educational needs of its students. Its departmental program reviews, institutional research, and college-wide discussions are consistent with the diversity, demographics, and economy of its community. The college increasingly relies on research, evaluation, and assessment to identify student learning needs and growth; however, there is still progress to be made in this area. To improve college-wide communication with regard to relevant institutional data, the college will broaden dissemination of data and participation in dialogue concerning the results of research pertaining to the effectiveness of its student learning and support programs.

The Assessment Work Group will continue to work with Deans and Faculty to develop PLOs and institute a regular cycle of PLO assessment. The work group is also developing an assessment plan
II.A.1.b.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Modesto Junior College utilizes face-to-face, online, hybrid, and web-enhanced delivery methods of instruction to meet the objectives of course curricula and needs of its students. The different modalities of instruction enable students to complete their educational goals: preparation for transfer to university, degree attainment, job retraining, or personal enrichment.

Traditional “face-to-face” classes are offered starting as early as 6:30 a.m. and as late as 8:10 p.m. on weekdays to accommodate the scheduling challenges students face [Ref. IIA-52]. Many students at Modesto Junior College are employed in addition to attending classes, and early morning or evening classes are vital for some students’ success. Saturday classes are also offered during the semester. Programs and courses are offered year-round, including regular, late start, and short-term classes. Faculty members select the most appropriate method of instruction for courses in their disciplines based on intended outcomes and student population. Some courses are offered in more than one instructional modality, based on student needs.

The college posts the MJC Class Schedule online. For students and community members who wish to receive a copy of the MJC Class Schedule the Office of Instruction will provide either and electronic or printed copy. Electronic copies are provided to the Counseling Department and to Library Staff [Ref. IIA-53]. The Office of Instruction maintains a database of individuals who have requested hard copies in the past, and copies of the schedules are mailed each term to them. Students can find information on distance education offerings at the Online Services for Students college webpage [Ref. IIA-54]. In 1998, Modesto Junior College offered its first online class, and the distance education program has been growing every year since that time. Prior to that time, distance education consisted of a small collection of commercially produced telecourses coordinated and assessed by faculty, and a small contingent of instructors providing live (or tape-delayed) instruction over a dedicated cable TV channel. The college now offers approximately 85 courses with 173 online sections each semester. The growth of the online component of the college’s distance education program has allowed students to complete a number of their certificates or degrees online in a number of programs. Cited in the 2009 MJC Institutional Effectiveness Report, enrollment in all distance education courses at the college experienced a 35.1 percent increase from Fall 2006 to Fall 2009 and a 52.6 percent increase from Spring 2007 to Spring 2009 [Ref. IIA-55]. The number of distance education sections has increased over 22 percent in the same time frame (Fall 2006 to Fall 2009, Spring 2007 to Spring 2009). Generation of online FTES for the college also shows an increase: 45.5 percent for Fall 2006 to Fall 2009; 67.0 percent for Spring 2007 to Spring 2009. Over 90 percent of all MJC distance education utilized the internet mode of instruction. The 2010 Institutional Effectiveness Report [Ref. IIA-51] has more current data regarding distance education beginning on page 46.

Modesto Junior College has increased distance education offerings to meet student needs. Some students experience challenges with transportation, child care, and work; distance education courses offer another avenue of attaining educational goals. Students are able to complete 100 percent of their local general education requirements online, and Modesto Junior College offers 102 programs which have at least 50 percent of their program unit/course requirements approved with some type of distance education modality [Ref. IIA-56].
Modesto Junior College follows good practices in the course approval process and reviews and approves distance education proposals separately from the course outline. Faculty must complete a distance education addendum for each course proposal requesting any form of distance education (online, hybrid) [Ref. IIA-57]. The addendum is scrutinized by the division's representative to the campus Curriculum Committee, the Division Dean, Technical Review Committee members, and finally by the Curriculum Committee to ensure effective instructor/student contact is present and course objectives are met in an online format.

The institution offers extensive training and support to instructors designing and teaching distance education courses. Faculty support is provided by the faculty Coordinator of Distance Education [Ref. IIA-58]. This 100 percent re-assigned time position provides support to those faculty and staff needing training in the use and management of the Blackboard Learning Managements Systems (LMS) and other technology-related issues. The coordinator also serves as the Blackboard System Administrator at MJC. System related support issues flow through the System Administrator who is able to forward cases to the Blackboard Corporate level when additional support is necessary. Web-related support has been developed in the form of FAQs, User Tutorials, User Manuals, an Online Learning Guide, and related published information. These resources are housed on the MJC web site and are available to all visitors, faculty, staff and students [Ref. IIA-59].

Until fall 2010, Modesto Junior College had a Coordinator of Distance Education who provided several opportunities throughout the year for faculty to participate in a “Faculty Online Learning Academy.” These sessions provided instructors interested in learning to teach online with the needed pedagogical knowledge and course-design skills related to teaching an online or a hybrid class. Participants learned how to use the Blackboard Learning Management Systems (LMS) along with the needed “procedural knowledge” related to accessing online student services and other support resources [Ref. IIA-60]. Over the past eight years, over 80 faculty members have completed these “hybrid” trainings consisting of seventeen hours of face-to-face instruction with additional required “online activities.”

In fall 2010 the college created a Distance Education Advisory Committee (DEAC) to better address faculty needs [Ref. IIA-61]. In January 2011 the Distance Education Advisory Committee offered a kick-off event for the new “Learning Online Faculty Community” which was attended by 17 instructors who began many conversations about online teaching. Subsequently, DEAC launched the “Learning Online @ MJC website as a central repository for all information related to online instruction as well as a place where those conversations could be continued [Ref. IIA-62].

The Office of Instruction and the Academic Senate have initiated a new Teaching and Learning Seminar Series in 2010 in response to faculty’s identified needs in technology training and professional development in teaching online [Ref. IIA-63]. These needs have been identified through each instructional area’s program review. Through the assessment process of SLOs, faculty members have requested professional development and training. Additionally, in the college’s spring 2010 MJC Climate Survey, 64.4% of faculty noted the need for more institutional support and training in distance education [Ref. IIA-12]. The teaching and learning seminar series presents an opportunity for faculty dialogue and discussion in achieving student success at MJC.

Most of the college’s student support services are now offered online to benefit all students at MJC. Students are able to apply for college, register for classes, apply for financial aid, order textbooks from the bookstore, meet with a counselor, research papers at the library, and meet with a math or English tutor all in an online environment [Ref. IIA-64]. The college’s website was redesigned in 2008 so that it is more user-friendly and provides access to all the information a student needs to get started with online courses. This growth and development in the college’s online instructional and student support services is consistent with the mission to provide innovative instructional and student support programs that respond to the educational needs of its diverse community.
Self Evaluation

The college meets the Standard. All instructional programs meet the mission of the institution, regardless of location and/or modes of delivery. According to a 2009 Community College Week Analysis of U.S. Department of Education Data, among two-year colleges, MJC ranked 17th in awarding degrees and certificates in Agriculture, Agricultural Operations and Related Sciences during the 2007-08 academic year [Ref. IIA-65]. Agriculture is a dominant industry in the Central Valley; the variety of agriculture curriculum offerings illustrates the institution’s commitment to meet community needs.

Evaluation of delivery methods has been conducted on an ongoing basis as evidenced by data reported in the annual Institutional Effectiveness Report which includes successful course completion rates and persistence in face-to-face instruction versus distance education methodology. In addition to being included in annual program review, this information is reviewed by the Academic Senate, the Instructional Administrators’ Council, and faculty in departmental and division meetings [Ref. IIA-66]. Recommendations for improvements are made as a result of these discussions. For example, the retention and success differentials between live and online courses for individual instructors are now being taken into consideration in determining instructor assignments.

In reviewing the online student success data, the college recognizes that the numbers are, for the most part, below those for face-to-face instruction [Ref. IIA-51]. MJC has recently re-engineered its commitment to distance education through the creation of the Distance Education Advisory Committee comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students. In addition, benchmarks for online student success data (including course completion and persistence rates) have been set by the newly formed Student Success Advisory Committee with strategies developed to increase these numbers [Ref. IIA-67].

As a result of the closer scrutiny being paid to retention and success differentials between distance and non-distance learning modes of delivery the gap has begun to narrow slightly, with the overall retention differential declining from 8.2 percent in fall 2006 to 6.1 percent in fall 2009 and the success gap narrowing from 10.6 to 9.7 percent over the same time period [Ref. IIA-51].

Planning Agenda

Faculty in individual departments will review data comparing students in online sections with those in face-to-face sections as part of the college’s program review. The college will develop and implement improvement plans with the goal of reducing both rate differentials to below five percent by Fall 2014.

II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Modesto Junior College has identified Student Learning Outcomes for all of its courses and for 57 of its programs, degrees and certificates. In 2008-09, faculty began assessing and compiling data for course level SLOs. In fall 2010, the Accreditation/Institutional Effectiveness and Planning and Budget Committees collaborated to establish a process to allocate resources to support improvements in courses or program areas based on assessment results submitted through the program review process at the college [Ref. IIA-68].

Area faculty have developed authentic assessments for course-level SLOs and have begun evidence collection following a four-year schedule established by the faculty [Ref. IIA-45]. MJC instructional areas have identified SLOs for all courses offered, and course-level SLOs are housed in the instructional division offices. Course-level SLOs are communicated to students on all course syllabi [Ref. IIA-69]. Faculty began writing course SLOs in 2007; as part of the evaluation cycle, faculty members are
continually engaged in the process of revising and redefining course-level SLOs.

The college began developing learning outcomes for its degrees and certificates in 2009-10. To date, MJC has identified Program Level Learning Outcomes (PLO) for 57 programs, degrees and/or certificates; most of these PLOs are published in the 2011-12 MJC Catalog [Ref. IIA-4]. All PLOs are aligned with course SLOs. The institution began the process of developing PLOs by providing professional development support to faculty teams from various disciplines through a program-mapping workshop in August 2009. In the summer 2010 a team of faculty members and instructional administrators attended the White Water Institute to engage in further study concerning outcomes development and assessment [Ref. IIA-70]. The institution supported college-wide assessment workshops in January, which provided opportunities for faculty to continue the development of Program Learning Outcomes [Ref. IIA-71]. The Assessment Work Group has offered training on program mapping and writing and assessing PLOs throughout the year to accomplish the goal and will continue to do so [Ref. IIA-72].

MJC has approved General Education Learning Outcomes (GELO) [Ref. IIA-73]. The existence of GELOs provides a consistent set of SLOs for students completing a degree and creates uniformity in student preparation at the A.A. or A.S. degree level regardless of area of emphasis, degree area, or transfer pattern. GELOs are published on page 68 of the 2011-12 MJC Catalog [Ref. IIA-4].

For course SLOs, MJC instructional areas have completed a Student Learning Outcome: Assessment Plan for the period of 2009-12 as a schedule for faculty to follow in identifying courses requiring assessment of SLOs [Ref. IIA-74]. This schedule provides a structured minimum cycle of assessing an estimated 25 percent of courses in each instructional discipline (e.g. math, art, business administration, etc.) In following the process, the institution will ensure that all course SLOs have gone through at least one cycle of review by 2012. In fall 2010, the Assessment Work Group asked that all SLO assessment plans be updated to accommodate the next segment of the four-year plan. All plans have successfully been updated to include assessment of courses missed in previous cycles and to accommodate re-assessment based on action plans and allocations. This updating of the four-year plan takes place at the beginning of each academic year to ensure that no courses are missed.

The college began the process of assessing service area outcomes (SAO) and administrative unit outcomes (AUO) during the 2009-10 academic year. The 2011 Comprehensive Assessment Report shows a 28 percent increase in assessment of AUOs (from 20 percent in 2009 to 48.3 percent in 2010) and a 16 percent increase in SAOs (0 in 2009 to 15.9 percent in 2010) [Ref. IIA-46]. To increase awareness of the importance of assessing AUOs, managers presented results of operational outcomes as part of the fall 2010 Institute Day [Ref. IIA-75].

The curriculum process at MJC does not presently require inclusion of PLOs in the submission for approval of degree or certificate programs. The course outline approval and degree review process is not yet integrated with the development, evaluation, and assessment of SLOs and PLOs.

**Self Evaluation**

While the institution has made significant progress toward meeting this standard, it is not yet met. The institution has identified Student Learning Outcomes for all of its courses, but it has not completed that process for all of its programs, certificates, and degrees. Additionally, while the institution has made significant progress in assessing student achievement of course-level learning outcomes, it has yet to begin assessing learning outcomes at the program, certificate, and degree levels. The institution has begun to use assessment results to make improvements in teaching and learning, and as MJC begins to assess PLOs and GELOs, those results will also be incorporated in the decision-making model.

**Planning Agenda**

The institution must finalize a plan for assessing PLOs and GELOs in order to complete assessment at all levels. In order to facilitate the accomplishment of these goals, the Assessment Work Group will:

- **Facilitate ongoing dialogue and encourage participation in the assessment process**
Work Group members are representatives for the divisions and service areas, and assessment has widely become a standing agenda item in many division meetings. Additionally, the work group will hold more workshops in the topic areas of SLO assessment, program mapping and PLO development.

- **Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness**
  The Work Group has an active webpage where the assessment process is identified and is available for reference by all faculty, staff and administration. Additionally, the upcoming ProgramReviewNet (PRNet) application is designed with this concept in mind and is programmed to inquire about results and the status of all action plans identified.

- **Use institutional timeline to integrate outcomes assessment processes.** (See Integrated Planning and Budgeting Processes’ Timelines of Activities and Committees Work Groups Integrated Planning and Budgeting Timelines)
  On the Assessment webpage, the work group keeps an up-to-date grid of the institution’s assessment schedule. This grid is also housed at divisions, departments, and administration areas throughout the college.

- **Monitor offerings and adjust assessment schedule as necessary**
  The Assessment Work Group meets twice a month and representatives make reports about any changes to the assessment schedule if or when the circumstances dictate.

- **Assign more point people to collect data**
  Although the Work Group has grown in membership, there are still areas of the institution which are underrepresented or lack representation.

- **Create a template of scheduled meetings, outgoing notifications, etc.**
  The Work Group would like to schedule additional training sessions for all areas of the institution in SLO, AUO, SAO assessment and program mapping. Training sessions for PRNet will also be scheduled when the application is ready to introduce to the institution at large.

- **Recommend changes to program review documents to integrate all service areas more fully and to include comprehensive assessment reports**
  The Work Group plans to engage in further dialogue with the Accreditation/Institutional Effectiveness Committee about the relationship between assessment and its function in program review.

- **Finalize how and where in the general education core GELOs will be assessed**
  The Work Group currently has a rough draft of a general education assessment plan, which will be developed and approved in the academic year 2011-12 (see Assessment Work Group webpage).

**II.A.2.**

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

**II.A.2.a.**

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
Descriptive Summary

In accordance with District Board Policy 6020 - Program and Curriculum Development, courses and programs are conceptualized, created, and evaluated in accordance with the college’s mission statement and student and/or community needs or interests [Ref. IIA-76].

As required by California Education Code, faculty play a central role in the conceptualization and design of course and program offerings. Following established course-development procedures, course proposals and outlines are discussed with appropriate academic administrators, the Curriculum Committee, and other department members prior to formal writing and submission to the Curriculum Committee. The Curriculum Committee, the Academic Senate, the Vice President of Instruction, the President, and the Board of Trustees are involved in the development, review, and approval process of all academic courses, programs, certificates, occupational skills awards, and degrees. In the final approval step, the Board of Trustees relies primarily upon the recommendation of the faculty in academic and professional matters, as required by California Education Code. Quality review and the approval process begin with instructional faculty, who are the content experts.

All prerequisites, co-requisites, recommended preparation courses, and course limitations are reviewed and validated (e.g. see earlier data regarding English 49 and Reading 50). Following the technical review, course additions, changes, and deletions are presented to the Curriculum Committee for consideration. The membership of the Curriculum Committee can be found on the Curriculum Committee website and exemplifies diverse representation [Ref. IIA-20].

Over the summer of 2008, instructors identified Student Learning Outcomes for all courses and sent SLOs to division secretaries where they are kept on file. Since then, Instructional Administrators’ verify inclusion of SLOs when they collect syllabi for all courses taught.

Self Evaluation

The college meets the Standard. Although the college is still transitioning to a culture of assessment, the college is making significant progress toward achieving its assessment objectives. Incentives for participation in outcomes assessment have been incorporated into the college’s criteria for resource allocation [Ref. IIA-77]. Additionally, since participation in SLO assessment is now widely regarded as among the “standards of performance common to the profession” [Ref. IIA-78] it is now incorporated into the performance evaluation process at Modesto Junior College. Finally, beginning in fall 2010, the college refrained from assigning overload classes to instructors who had not completed scheduled course-level SLO assessments. With the support of the Academic Senate, the Accreditation/Institutional Effectiveness Committee and the administrative team, Modesto Junior College is on schedule to meet ACCJC’s stated objective of institutional proficiency with regard to outcomes assessment by 2012.

Planning Agenda

None

II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Descriptive Summary

Modesto Junior College Career Technical Education (CTE) instructional areas have active advisory committees comprised of various constituency groups to help inform and validate currency of the programs. All CTE programs are required to meet
annually with industry advisors to review their curricula and industrial-related issues pertinent to each program. Advisory Committees include discipline faculty and members of the local business community most likely to employ program completers. They recommend changes that will result in program improvement.

Each year, the college hosts an advisory meeting for all CTE advisory committee members. This end of the year meeting is an opportunity for CTE programs to discuss core indicator data, review annual action plans and develop improvement activities to address the performance gaps indicated in the data [Ref. IIA-7].

Licensure examination pass rates indicate that MJC’s graduates are doing extremely well with these examinations. Those programs which have licensure examinations focus on aligning curriculum with the testing and other aspects of the discipline. Demonstrating high pass rates in these programs is a good indication of the quality of that alignment [Ref. IIA-51].

Many instructional and student services programs have advisory committees that assist in developing new programs and review curriculum. These committees are composed of students, faculty, staff and industry and community partners. Specific examples of such advisory committees are evidenced in Honors, Learning Communities, Matriculation, Extended Opportunity Program & Services (EOP&SS), Disabled Students Programs and Services (DSPS) and the Child Development Center [Ref. IIA-79, 80, 81].

See descriptive summary for standard II.A.1.c for narrative on faculty participation in the development of SLOs, PLOs, and GELOs. This section also describes the cycle of assessment at MJC.

**Self Evaluation**

The college meets the Standard. Modesto Junior College relies on faculty expertise and the assistance of advisory committees where and when appropriate to identify competency levels and measurable Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes through the program review process as well as external licensure exams. Through input from advisory committees, CTE programs ensure student progress toward achieving their educational goals and industry requirements.

While programs such as Nursing that require licensure examinations are highly conducive to program-level SLO assessment, other CTE programs are more problematic in this regard. In particular, data pertaining to job placement and employer satisfaction with program graduates have been notoriously difficult to collect and maintain throughout the community college system. In the 2010 Institutional Effectiveness Report, the college has started to collect and evaluate job placement through the California Community Colleges Chancellor’s Office Reporting Services on Perkins IV [Ref. IIA-51]. Since a successful search for employment in the field of study and the satisfaction of employers with program graduates performance are among the most important indicators of program-level SLO achievement in career-technical fields, it is essential that the college take steps to address the need for such data.

**Planning Agenda**

The college will develop Student Learning Outcomes and assessments for all programs, degrees and certificates by Fall 2012. Additionally, the college will develop mechanisms for collecting data regarding the job placement of students who complete career-technical programs and the level of satisfaction of employers who hire program graduates.

**II.A.2.c.**

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

**Descriptive Summary**

Title 5 and Accreditation Standards mandate periodic curriculum review. In order to meet the requirements, each college department examines
its course offerings and degree patterns every five (5) years to ensure that Modesto Junior College is meeting the accreditation standards.

One of the main responsibilities of the Curriculum Committee is to ensure course outlines of record include the appropriate breadth, depth, and rigor. In addition to ensuring academic integrity of course outlines, the Curriculum Committee also reviews the impact of course proposals on programs. In spring 2008, the Curriculum Committee proposed and approved a process for a systematic review of curriculum offered at MJC. This was also approved by the Academic Senate. A five-year cycle of Curriculum review matrix was created and implemented in fall 2008 [Ref. IIA-82]. Each semester, approximately eight to ten departments are responsible for updating course outlines and reviewing their programs. The review process is as follows:

Procedure for departmental curriculum review:

1. According to the college curriculum review cycle: review, revise and update all course outlines of record to meet current curriculum standards assuring that there are measurable Student Learning Outcomes for every course.
2. Review and update prerequisites, co-requisites, advisories, and limitations on enrollment.
3. Indicate methods to assure that students achieve the stated learning outcomes for courses regardless of instructor, location, or method of delivery.
4. For departments offering degrees and certificates, review program outcomes to assure that they are designed with the appropriate breadth, depth, and rigor to meet general education, transfer, or employment standards.
5. Review the sequencing of classes to assure that there is a logical progression from one course in the sequence to another.
6. Review offerings to assure that the student is able to complete the program in an appropriate length of time (two to three years typically.)
7. If transferable, compare courses with courses at transfer institutions and update articulation agreements.

The college has set up a five-year curriculum review cycle for all departments on campus. It may be found on the MJC Curriculum website for reference [Ref. IIA-20].

On the scheduled date of curriculum review, full-time departmental faculty attend a designated curriculum meeting to describe course and program review specifics, answer questions from committee members, and make changes identified during the meeting. It is highly recommended the appropriate division dean also attends the designated curriculum meeting [Ref. IIA-83].

Other methods of ensuring that courses meet high academic standards include faculty training on the use of CurricUNET, a web-based curriculum management system purchased by Modesto Junior College in 2008, and faculty workshops on the stylistic considerations of course outlines of record. Faculty authors are provided links to publications on the State Academic Senate for California Community Colleges’ website, reference materials on the California Community Chancellor’s Office website, and other curriculum reference materials [Ref. IIA-20].

Self Evaluation

The college meets the Standard. The implementation of the curriculum review process has provided a systematic approach to course and program review and has enabled faculty to recognize the importance of reviewing courses for academic rigor and breadth. The Curriculum Committee members have also received training on reviewing course outlines for academic integrity and ensuring quality course outlines of record are submitted and approved.

Annually, the Office of Instruction produces a report on courses that have not been reviewed by instructional programs within the five-year cycle of curriculum review [Ref. IIA-84]. This report is distributed at the Instructional Administrators’ Council for review and action.
Planning Agenda

None.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The 2010 Institutional Effectiveness Report offers enlightening data regarding the student population at Modesto Junior College [Ref. IIA-51]. Excerpts from the report state:

- Modesto Junior College has a larger percentage of younger students (19 or less) than the combined California Community Colleges. MJC has a smaller percentage of older students (50+) than the combined California Community Colleges.
- Modesto Junior College student enrollment by gender reflects state and national college enrollment trends of approximately 60 percent female and 40 percent male. This ratio contrasts with service area counties’ 50/50 ratios.
- In fall 2009, recent high school graduates comprised 15.2 percent of the total enrollment at MJC.
- Percentages of students assessing and placing in various English, reading, and math courses have remained fairly constant from 2006 to 2009. Percentages of students assessing and placing in courses below Transfer Level for 2009 were 70.9 percent in English and 83.2 percent in math.
- The percentage of students enrolled in 3.0 to 5.9 units has fluctuated since fall 2004 and declined in fall 2009. The percentage of students enrolled in 6.0 to 8.9 units has fluctuated since fall 2004 and increased in fall 2009. The percentage of students enrolled in 9.0 to 11.9 units has consistently increased from fall 2004 to fall 2009. The percentage of students enrolled in 12.0 to 14.9 units and 15.0+ units has decreased slightly.

These descriptors of the MJC student population indicate the particular challenges these learners might have on the road to success. MJC responds to the needs of students by offering courses in a variety of modalities to best serve learning styles and fit the demands of students’ lives.

To meet the current and future needs of its students, Modesto Junior College utilizes face-to-face, online, hybrid, discussion, activity, laboratory, work experience, and web-enhanced delivery methods of instruction. The varied instructional delivery systems enable students to complete their educational goals while meeting the learning objectives published in course curriculum. Consistent with the college’s Mission, these goals include preparation for transfer to university, degree attainment, job retraining, or personal enrichment [Ref. IIA-4].

Faculty often use technology to both enhance courses and as the primary mode of course delivery; these various modalities and methods of instruction allow students to be successful at the college. Along with varied pedagogical techniques, the diverse delivery modalities listed above provide rich learning environments for students with visual, kinesthetic, verbal, and social learning styles. Many faculty have students identify their learning styles during the course of the semester. For example, Study Skills 78 includes an assessment of learning styles as well as an introduction to the use of technology in becoming a successful student at MJC [Ref. IIA-85].

In fall 2011, renovation will begin on the Library, which will include an Integrated Learning Resource Center. This space centrally locates all tutoring and learning support services in the Library itself, encouraging students to make use of those facilities as well [Ref. IIA-86]. Learning support will include specific math and writing tutoring, along with general assistance available for all other academic areas.

The college supports faculty in using a variety of instructional delivery methods through the Office of Instruction and Academic Senate. The Distance Education Advisory Committee (DEAC) offers workshops, webinars, and online resources that allow faculty to explore delivery modes and teaching methods that address the learning needs...
of the college’s diverse student population. For example, in May 2011, the Distance Education Advisory Committee offered workshops entitled “Camtasia,” “Advanced Bb9.1-Gradebook,” and “Upgrade to Bb9.1.” [Ref. IIA-87] Additionally, DEAC offered drop-in hours for faculty during May and August of 2011. Furthermore, The New Crew to Teaching for newly hired faculty and the Faculty Teaching and Learning Seminar Series are programs designed for faculty, facilitated by MJC faculty, and supported by the Office of Instruction [Ref. IIA-63]. These programs offer a wealth of information and materials for faculty professional development and improvement in student success.

The Disabled Student Programs and Services Office (DSPS) assists faculty by providing materials in alternative formats (Braille, large text, etc.). Assistive technology (AT) has been placed in computer labs throughout campus to ensure accessibility. There is a fully equipped High Tech Center (HTC) for students with disabilities on MJC’s West Campus where AT is taught in several course sections. The HTC teaches and makes available for students eight (8) different specialized software programs that are unique to individuals with various disabilities. These disabilities include blindness, quadriplegia, one handed-typing, speech dictation, low-vision, learning disabilities, acquired brain disabilities, and more. The HTC is also outfitted with equipment for individuals with disabilities. Resource labs are located on both the East and West Campuses (the HTC serves as Resource Lab part time on West Campus) where students can access the software and equipment found in the HTC. The Resource Lab allows students to utilize specialized software, such as JAWS - screen reading software, and complete homework assignments. The staff members working in the Resource Lab are trained in the proper use of assistive technology and provide information when needed to faculty and other staff. Other DSPS services that support a variety of instructional delivery methods include sign language interpreters, real time captioning, and note-takers to help support faculty in providing instructional opportunities for all students [Ref. IIA-88].

Modesto Junior College has increased distance education offerings and web-based, technology-enhanced instruction to meet student needs. The increasing costs of childcare, eldercare, and dependent care, coupled with that of transportation and time for work, have necessitated a non-traditional avenue to achieving educational goals. Students are able to complete 100 percent of their local general education requirements online, and Modesto Junior College offers 102 programs which have at least 50 percent of their program unit/course requirements approved with some type of distance education modality [Ref. IIA-56]. MJC has recently re-engineered its commitment to distance education through the creation of the Distance Education Advisory Committee, comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students.

Following good practice in the course approval process, Modesto Junior College reviews and approves distance education proposals separately from the curricular content of a course. Faculty must complete a distance education addendum for each course proposing any form of distance delivery (online, hybrid). The instructor of record’s distance education addendum is carefully reviewed by the division-specific faculty Curriculum Representative, the Division Dean, the Technical Review Committee members, and finally by the Curriculum Committee to ensure means for effective and appropriate instructor/student contact and a clear process for meeting course objectives [Ref. IIA-57]. The separate approval is required by the CCCCO’s office as well. ACCJC approved MJC’s Substantive Change Proposal on Distance Education 2010 on December 7, 2010 to offer degrees and programs in a distance education method [Ref. IIA-89].

**Self Evaluation**

The college meets the Standard. Modesto Junior College uses and supports delivery modalities and teaching methods that reflect the diverse needs and learning styles of its students. The Distance Education Advisory Committee (DEAC) has been established to continue to improve and enhance the college’s distance and online education program and offerings [Ref. IIA-61]. The college has developed and supported professional development programs that focus on best practices for teaching students with a variety of needs and learning styles.
The college is expanding English and math tutorial services for the quickly growing population of online students. In spring 2010, the Writing Center incorporated two new strategies to provide support for online students: California Community College’s (CCC) Confer freeware and Skype. CCC Confer allows the Writing Center tutors to remotely share computer desktops with their tutees and provide real-time tutoring. Skype provides real-time assistance with additional options for face-to-face interaction between tutors and tutees. The Writing Center is assessing the effectiveness of these two options in addition to providing training and information to online and hybrid instructors. The Writing Center faculty and staff have been working with other California community colleges (Sierra College and Allan Hancock College) to learn about their experiences in developing asynchronous tutoring. These and other potential future dialogues will allow MJC’s Writing Center to learn from other colleges’ experience, hopefully streamlining its efforts [Ref. IIA-90].

The college’s Math Center has established a repository for online math tutorial resources which include videos of professors’ lectures on important concepts and links to publisher-provided tutorial services [Ref. IIA-91]. The Math Center has expanded its hours to include online hours for students (10-15 hours/week). The Math Department has worked with the Coordinator of Distance Education to create Blackboard shells that automatically enroll all students enrolling in a math course into the tutorial resource center. The department has just purchased a number of Tablet PC’s that will allow tutors to write out problems and their solutions that can be transmitted over the internet [Ref. IIA-92].

**Planning Agenda**

None.

**II.A.2.e.**  
*The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

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**Descriptive Summary**

The college has a clear procedure for the approval, delivery and evaluation of course and program objectives for student learning. The Curriculum Committee reviews courses on a regular basis, using clearly stated standards and procedures [Ref. IIA-20]. Program review is primarily relied upon for evaluating individual programs. Programs in each area are reviewed and updated on a regular basis [Ref. IIA-42]. The district provides program review data annually to each unit. Vocational program external checks include outside groups recognizing certificates for areas such as Allied Health, Agriculture, Automotive, and Nursing. Vocational programs rely on advisory committees to confirm that Student Learning Outcomes are relevant to the workplace. Comparative data for transfer programs include comparison of GPA and matriculation time between transfer and native students.

Data for program review are compiled by District and College Researchers and are provided for every academic department. Data encompasses enrollment and FTES figures as well as success and retention rates over a three-and-a-half-year period. Numbers of sections offered and full-time and part-time faculty teaching assignments are provided so trends can be studied. In combination with enrollment and FTES data, conclusions about program effectiveness can be drawn. Student demographic data are also provided, allowing the college to effectively plan for student success [Ref. IIA-93].

In program review, each department lists all of its courses and notes the date each course outline of record (COR) was last reviewed by the Curriculum Committee [Ref. IIA-42]. This review and inventory annually brings review dates to the attention of faculty, thereby highlighting CORs that are due for formal review. The COR notes articulation with California State University and/or University of California, as well as the MJC graduation requirements it satisfies for each course.

Program reviews such as one recently prepared by the ESL Department include comments on students’ educational goals. As a result of such work, the ESL and Career Technical Education Departments are strengthening their working relationship to better serve students according to the needs both students
and employers have expressed. Shorter, more intensive courses with vocational themes are currently being considered as the most recent example of the two departments’ collaboration [Ref. IIA-94].

In the near future through grant development, MJC would like to begin offering the English for Life and Work courses that would allow students to progress toward employment and job-specific workforce preparation [Ref. IIA-95]. The MJC ESL Department is poised to expand its English for Life and Work course offerings in concert with job-specific training programs, non-profit organizations, and employment agencies in order to meet the needs of English language learners in the community.

The Modesto Junior College ESL Department currently offers six levels of English courses instructing students in foundational language skills (reading, writing, listening, and speaking) within the context of a variety of life and work situations [Ref. IIA-4]. These courses, going from literacy level to advanced, enable students to communicate clearly and accurately as well as prepare them for the workplace, GED preparation courses, and job-specific training programs. Throughout the sequence of courses, students acquire transferrable skills and competencies, including conducting a job search, applying and interviewing for work, interacting with supervisors and co-workers, and understanding workplace safety procedures. Student acquisition of these skills and competencies is assessed regularly using formative and summative evaluations.

The college enjoys a close working relationship with the Central Valley Region Center of Excellence (COE) [Ref. IIA-8]. The Center researches current and projected employment demands and workforce skill requirements in the Central Valley and provides the college with customized data based on immediate market demands. These data reveal industry demands and growth areas, such as in the areas of photovoltaics, weatherization, biotechnology, healthcare industries and more. The data are used to inform curricular development and revision and strategic planning. Data provided by the COE allow MJC to plan for current and future needs and to prepare students for high-growth, high-demand jobs with potential for upward career mobility. The COE supports MJC by providing customized data on high-growth, emerging, and economically-critical industries and occupations and their related workforce needs [Ref. IIA-96]. Through the study of regional economics within MJC’s service area, validated information is provided to the college that allows program offerings and development to remain relevant and responsive to workforce needs. The COE also works to convene college representatives, employers, and industry professionals to create partnerships that further support the relevancy of program offerings at MJC. The information provided by COE is evaluated by faculty and administration alongside program-specific instructional area industry advisory committee meetings, Workforce Investment Board (WIB) education committee meetings and Yosemite Regional Occupational Program Board of Director meetings. Finally, enrolled students who are working in the field provide additional input in final validation of relevancy.

Students achievement of outcomes, reported in program review, influences the allocation of general fund discretionary dollars. Needs are determined after the analysis of SLO results, discussion among faculty in each department, collaboration with each Dean through the Program Review Addenda, discussion among the Dean and faculty in preparation of the Division program review Addendum, and finally reporting to the Vice President of Instruction for consideration of funding and final approval by the College Planning and Budget Committees [Ref. IIA-97]. The results of program review are component parts in institutional planning.

The new Language Studies degree was designed to replace the existing Foreign Language degree, which lacked focus because it didn’t require that students choose particular languages. Students are now required to take a determined amount of courses in chosen languages that will enable them to acquire transferrable skills which will make them more marketable. The new degree’s focused approach also enables students to examine the connections between culture and communication and to synthesize ideas and develop conclusions in multiple languages [Ref. IIA-4]. This generates diverse, transfer-ready citizens who are cognizant of culture and foreign language and the ability to speak, write, and think critically with an expanded worldview.
One manner in which English and reading faculty have addressed low achievement of outcomes in developmental English composition courses is to combine English 49 with a Reading 40 co-requisite for students assessing at the lowest levels of the English placement continuum. Simultaneous enrollment in English and Reading supports the development of literacy skills, composition, and critical thinking. Outcomes under the new curriculum are being monitored by the College Research and Planning Office and by faculty teaching English 49 and Reading 40 (see evidence included in II.A.1.a).

During the 2008-09 academic year, ESL faculty visited six other school sites noted for best practices in non-credit ESL. As a result of those visits in addition to needs assessments among faculty and students, the department developed a plan of action to address specific curricular, professional development, and assessment needs [Ref. IIA-98]. During the 2009-10 academic year, ESL faculty members met regularly and worked together to revise course outlines, expand the non-credit program, choose a new textbook series, develop student progress indicators, create an orientation and placement system, and research and implement new retention and persistence strategies, expand student support services, as well as work with the College Research and Planning Office to discuss the establishment of student tracking procedures for future data collection and analysis [Ref. IIA-99]. All of these activities were made possible with the support of the Literature and Language Arts Division Dean, the Instruction Office, the MJC Research and Planning Office, Student Services, and the Information Technology Department.

Self Evaluation

The Standard is partially met. The college is successful in evaluating all courses and programs through an ongoing systematic review of their relevance, appropriateness, currency, and future needs and plans. However, the process for PLO assessment is still being established and institutionalized; therefore, the college is not yet entirely successful in utilization of PLO assessment data.

Planning Agenda

During the 2011-12 academic year, the college will complete the process of identifying PLOs, and the assessment cycle will begin. Current processes for program review and Administrative Unit Review are successfully established; however, the college will continue to monitor and refine these processes.

II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated Student Learning Outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

Modesto Junior College engages in ongoing, systematic evaluation and increasingly integrated planning for courses, certificates, and degrees through the program review process and assessment of course level Student Learning Outcomes [Ref. IIA-46]. To facilitate ongoing discussion with regard to Assessment, work group updates are standing items on departmental and divisional meeting agendas [Ref. IIA-100]. Also, part of completing the assessment of course level SLOs is meeting to discuss results, target improvement areas, and devise improvements in the form of action plans. Assessment results are reported in program review documents which are connected to the college’s strategic planning process and fully integrated into the planning and budgeting process [Ref. IIA-97]. Allocations granted, based on assessment data are expected to improve student learning, and immediate re-assessment is required to determine effectiveness of implemented action plans and/or resource allocation.

At the time of this writing the college has identified SLOs for all of its courses and for 57 of its certificates and degrees. As of December 2010, the institution has assessed 40.4 percent of course-level SLOs, 48.3 percent of AUOs, and 15.9 percent of SAOs [Ref. IIA-46].
Self Evaluation

Significant progress has been made toward addressing this Standard. Additional progress is needed with regard to identification and assessment of Program Level Learning Outcomes. Once Program Level Learning Outcomes and assessment measures are in place, the college will be more effective at integrating its planning, program review and evaluation processes.

Planning Agenda

The college will have Program-Level Learning Outcomes (PLO) identified for 100 percent of its programs by the end of the 2011-12 academic year.

The process by which General Education Learning Outcomes (GELO) will be assessed at the college is currently under development and will be completed by December 2011. Assessment of GELOs will begin as soon as development of the process has been completed.

II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

English 49 is the open-access remedial course which utilizes a departmental examination to determine writing competency. Faculty teaching English 49 revise the examination every semester to address the needs of current students and faculty. Faculty assess the process with each iteration of the exam, and as warranted update readings, instructions for students and evaluative rubrics. Faculty choose reading material on topics as politically neutral as possible yet varied in content, and, as the instructors of record and content experts, these faculty are best suited to judge the material, create the exam, and avoid biases that would negatively impact student performance. Detailed records of student performance on the departmental exam are kept in the department office, and success rates and trends are reviewed by faculty teaching the course [Ref. IIA-101]. During the last two years, overall student success on the exam hovers in the high fifty percent range, and of those students who passed, 82 percent also met the course SLOs [Ref. IIA-102].

The chemistry faculty consistently use standardized exams provided by the American Chemical Society (ACS) at the end of most courses or course sequences. These exams are available after Chem 143 (Introductory Chemistry for Allied Health Professions), Chem 144 (Organic and Biochemistry for Allied Health Professions), Chem 102 (the second semester of Chemistry for Science Majors - exam covers Chem 101 and Chem 102), and Chem 113 (the second semester of Organic Chemistry for Science Majors - exam covers Chem 112 and Chem 113) [Ref. IIA-103]. The exams are created by the ACS, so they lack any institutional and/or instructor bias. Using these ACS exams the college can compare students and classes within the department, as well as nationally as shown in Table 5.7 of the 2010 Institutional Effectiveness Report [Ref. IIA-51].

Self Evaluation

The college meets the Standard. Where departmental examinations are used, each department validates the exams’ effectiveness in measuring student learning and minimizes test biases. Exams are either provided by external certified agencies or are created by and revised by discipline experts.

Planning Agenda

None.

II.A.2.h.

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.
Descriptive Summary

Modesto Junior College, under the guidance of the Curriculum Committee, ensures that every course has an up-to-date Course Outline of Record that follows the guidelines delineated in The Course Outline of Record: A Curriculum Reference Guide, published by the Academic Senate for California Community Colleges [Ref. IIA-45].

Units of credit awarded follow the traditional Carnegie Unit approach of 2 hours of outside work for every hour of lecture. In particular, units and hours for all classes follow Title 5 §55002.5 regarding the number of credits to award based on hours of instruction. This expectation is further supported by Board Policy 6220 - Standards of Scholarships [Ref. IIA-104]. In short, one unit of course credit is awarded for each 54 hours of total student involvement in the course, be that 18 units of lecture plus 36 hours of outside work or 54 hours of lab.

The detail regarding hours of lecture and lab, and associated units, are housed with CurricUNET. The Units & Hours page in the system automatically calculates course hours based on input units of lecture, lab, and discussion (which earns units at the same rate as lecture) [Ref. IIA-105]. Faculty are required to enter units in half-unit increments in all but the most exceptional cases, such as 40-hour 1-unit training courses for firefighters. Despite the automation, this detail is audited during the Technical Review phase of curriculum review and development to ensure compliance.

Grading of students in the course is the sole responsibility of the instructor of record, per Title 5 §55025. However, the instructor is expected to cover all the required components of the Course Outline of Record and judge the students’ performance against criteria therein. The outline lists Student Learning Goals (Objectives), and cross references those goals against methods of assessment listed elsewhere in the outline. This cross-referencing ensures internal consistency within the outline, showing that each goal is assessed and each assessment is useful in demonstrating student mastery of course goals [Ref. IIA-106].

The Academic Senate of Modesto Junior College has discussed the placement of official Student Learning Outcomes (SLO) at length. The decision has been made that SLOs will not appear directly on the Course Outline of Record [Ref. IIA-107]. There is certainly a clear connection between a course’s Student Learning Goals, listed on the outline, and its official Student Learning Outcomes, not listed on the outline. The general perception is that each course’s Student Learning Goals delineates the ‘laundry list of skills’ that the course is intended to cover, while the Student Learning Outcomes are designed as a smaller, more global or holistic collection of outcomes. Since the Student Learning Goals are referred to in the publication of the Academic Senate as its objectives, the MJC Senate has chosen not to create an additional detail within the course outline.

Instead, Student Learning Outcomes are to be housed in a separate portion of the CurricUNET database, tracked and included within program review [Ref. IIA-44]. Faculty assess course objectives locally – each instructor in each class, with results informing grading for those students. On the other hand, faculty assess SLOs across all students in all sections of a course and record those results in the Outcomes Assessment module of CurricUNET.

SLOs are assessed on approximately one-fourth of the courses in the curriculum each year, ensuring a four-year cycle in which every course is assessed [Ref. IIA-45]. Based on the results of these assessments, faculty across the discipline meet, have dialog, strategize on how to improve the course or program and create an action plan.

Self Evaluation

The college meets the Standard. The college ensures that its courses meet the standards and expectations of Title 5 and the Academic Senate, these standards are in alignment with institutional policies, and the instructor of record determines course grades based on student’s demonstration of mastery of content and objectives as stated on the Course Outline of Record. In addition, the college is engaged on all fronts in assessment of Student Learning Outcomes, and dialoguing to develop improvement plans where necessary.

Planning Agenda

None.
II.A.2.i.
The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
Modesto Junior College has identified learning outcomes across 57 degree and certificate programs, with a goal of doing so for 100 percent of its programs by the end of the 2011-12 academic year.

The institution only awards a degree or certificate based on satisfactory completion of the course components of that degree, and each course grade is based on student performance of the course’s learning goals (objectives). Nonetheless, the identification and measurement of program-level SLOs must occur throughout the institution in order to provide greater assurance that degrees and certificates are accomplishing the desired outcomes. For degree programs that require the completion of general education course sequences, the college’s assessment process for GELOs will provide additional assurance of compliance with this standard.

CurricUNET has been recently redesigned to require Program Level Learning Outcomes for every newly proposed degree and certificate [Ref. IIA-44]. As PLOs are identified for existing degrees and certificates, they will be entered into CurricUNET as well. The Assessment Work Group and the Curriculum Committee will work aggressively with departments to provide training on the development of program student learning outcomes [Ref. IIA-71] and on the CurricUNET interface itself.

In addition, the college has had institution-wide dialogue at meetings of the Accreditation/Institutional Effectiveness Committee, Instructional Administrators’ Council, College Council, Curriculum Committee, and Academic Senate about General Education Learning Outcomes (GELO) [Ref. IIA-108, 109, 110, 111]. GELOs can be found on p. 68 of the 2011-12 MJC Catalog [Ref. IIA-4]. These GELOs identify the learning outcomes associated with coursework required by Title 5 for general education.

The process by which GELOs will be assessed at the college is currently under development and will be completed by December 2011. Assessment of GELOs will begin as soon as development of the process has been completed [Ref. IIA-112].

The college has not begun assessment of Program Level Learning Outcomes (PLO). Results will be entered into the Outcomes Assessment module of PRNet, and the results will populate program review. In areas where students are not meeting the expected PLOs, faculty will create action plans to improve student learning [Ref. IIA-46].

The Associate of Arts in University Preparation with Area of Emphasis is a newly developed degree. These Areas of Emphasis (AOEs) were developed based on clearly defined guiding principles. Members of the Curriculum Committee, in concert with faculty in many areas, carefully researched the coursework expected by transfer institutions for a given major and designed the AOE to mirror that expectation. As such, each AOE should include as one of its primary outcomes, “Upon completion of this Area of Emphasis, the student should be prepared to transfer within this major as a junior to a CSU or UC campus [Ref. IIA-24].” Having had these in the MJC Catalog for two years now, the college needs to begin gathering and analyzing data to determine whether this outcome is being met.

One way the college assesses whether its students are meeting expected Program Learning Outcomes is by way of external examinations and evaluations. For instance, the Chemistry Department of MJC uses the American Chemical Society’s “ACS Exam” to evaluate whether students in chemistry for allied health are meeting appropriate nationwide expectations [Ref. IIA-103].

On a higher level, the MJC Nursing and other allied health programs assess their students by way of statewide board exams. These data are regularly gathered and reviewed, and the students of the college generally excel on these board exams [Ref. IIA-51].

Self Evaluation
While the college continues to make progress toward addressing this Standard, it is not yet met. By the end of 2011-12, Program Level Learning Outcomes
will be established for all degrees and certificates and assessment will be underway for all programs.

**Planning Agenda**

The college plans to have Program Learning Outcomes for 100 percent of its degree and certificate programs in place by the 2011-12 academic year. Assessment has already begun on the 40 programs with learning outcomes in place, and the college will phase in assessment of each program as its learning outcomes are published.

**II.A.3.**

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the MJC Catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

**Descriptive Summary**

The Modesto Junior Catalog 2011-12 (p. 37) contains the following faculty-developed philosophy of General Education [Ref. IIA-4]:

“**Philosophy of the Associate’s Degree and General Education**

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both verbally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used to implement its philosophy on the Associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.”
This statement on the philosophy of general education was reaffirmed by the Curriculum Committee in January 2012 [Ref. IIA-113].

All of MJC’s Associate degree programs include general education requirements [Ref. IIA-4]. Students are informed of these requirements during orientation and counseling and advising sessions. Discipline faculty review and update courses that meet general education requirements as part of the college’s cycle of curriculum review to ensure currency. New and modified courses are reviewed by the Curriculum Committee for appropriateness to the general education curriculum. The college’s faculty Articulation Officer is a member of the Curriculum Committee as well as part of the college’s technical review process in CurricUNET. All new courses must have the Articulation Officer’s review prior to submission before the committee.

In 2009, the Academic Senate identified Student Learning Outcomes for general education at the college (GELO), published in the 2010-11 MJC Catalog:

**Demonstrate proficiency in NATURAL SCIENCE by:**
- Explaining how the scientific method is used to solve problems.
- Describing how scientific discoveries and theories affect human activities.

**Demonstrate proficiency in SOCIAL AND BEHAVIORAL SCIENCE by:**
- Describing the method of inquiry used by the social and behavioral sciences.
- Describing how societies and social subgroups have operated in various times and cultures.
- Analyzing the ways that individuals act and have acted in response to their societies.

**Demonstrate proficiency in the HUMANITIES by:**
- Demonstrating awareness of the various ways that culture and ethnicity affect individual experience and society as a whole.
- Demonstrating the ability to make well considered aesthetic judgments.

**Demonstrate proficiency in LANGUAGE AND RATIONALITY by:**
- Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.
- Demonstrating critical thinking in the analysis and production of communication.
- Demonstrating the ability to find, evaluate, and use information in a variety of formats.

**Demonstrate proficiency in HEALTH EDUCATION by:**
- Describing the integration of the physiological and psychological human being.
- Analyzing the development of self and making plans for lifelong learning.
- Evaluating the impact of daily decisions on life and health.

The General Education Learning Outcomes (GELO) are used by the Curriculum Committee to determine which courses should be included in the general education program at the college. The Assessment Work Group is in the process of developing a general education assessment plan [Ref. IIA-112].

**Self Evaluation**

While the college has clear, defined General Education Learning Outcomes upon which the curriculum for all associate degrees rest, the Standard is not yet met. Upon the approval and implementation of an assessment plan for GELOs, the college will meet this standard.

**Planning Agenda**

The Assessment Work Group is in the process of developing a general education assessment plan, which should be completed by December 2011. The college will begin assessing GELOs as soon as development of the process has been completed and approved.

**General education has comprehensive learning outcomes for the students who complete it, including the following:**
II.A.3.a.

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. In order to obtain an Associate degree, students must complete one of three GE pathways: MJC, CSU-GE, or IGETC. All three patterns include the Modesto Junior College general education requirements Area A-E. Faculty evaluate the courses using descriptors. Area A includes natural sciences courses; Area B includes social and behavioral sciences courses; Area C includes humanities and fine arts courses, Area D includes language and rationality courses, and Area E includes health education courses. Each of these areas is included in the expected learning outcomes for general education at Modesto Junior College, which are included in the 2010-2011 MJC Catalog [Ref. IIA-4].

Self Evaluation

The college meets the Standard. The college has recently created GELOs which address students’ understanding of the major areas of knowledge. Separate review and approval of a course requesting GE placement is required and ensures the course meets the guidelines approved by the MJC Curriculum Committee and Academic Senate.

Planning Agenda

None.

II.A.3.b.

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. In order to obtain an Associate degree, students must complete one of three GE pathways: MJC, CSU-GE, or IGETC. All three patterns include the Modesto Junior College general education requirements Areas A-E. Faculty evaluate the courses using descriptors. Area D, Language and Rationality, includes courses in English, speech communication, mathematics, and computer science. These types of courses incorporate life-long learner skills, with students employing oral and written communication, reasoning, logical thinking, critical analysis, and information competency. In spring 2010 the Curriculum Committee approved the expected learning outcomes for general education at Modesto Junior College; these are included in the 2010-2011 MJC Catalog [Ref. IIA-4].

Self Evaluation

The college meets the Standard. The current courses in the GE patterns (MJC, CSU, and IGETC) include, but are not limited to, courses in communication, mathematics, critical thinking and analysis.

Planning Agenda

None.

II.A.3.c.

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.
Descriptive Summary

Courses proposed for general education are reviewed by individual departments and the Curriculum Committee. Many of the institution’s course offerings correspond to Modesto Junior College’s vision, which is to enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world. While much of the curriculum includes coursework addressing culture and ethics, some courses are offered which clearly indicate the course content provides students exposure to cultural diversity. The institution’s curriculum includes courses which meet CSU-GE Area D3 (Ethnic Studies) and D4 (Gender Studies), and many courses in other Areas C, D, and E include content which covers aspects of becoming an ethical human being and an effective citizen [Ref. IIA-114]. This is also true of curriculum in the IGETC Pattern Areas 3, 4, and 6. Courses in the US History, Constitution and American Ideals Areas in both CSU-GE and IGETC provide students with exposure to civic, political, and social responsibilities [Ref. IIA-115]. Nursing program students spend vast amounts of time studying ethical issues and incorporating their learning clinical work [Ref. IIA-116].

Self Evaluation

The college meets the Standard. Approved courses which meet Areas D3 and D4 are minimal; the college should design additional curriculum which meets the Standards for these areas for CSU-GE consideration. In addition, the college does not have a local GE requirement for Ethnic Studies, as many community colleges do. It would be worthwhile to explore this possibility.

Planning Agenda

The Curriculum Committee will review the current list of CSU-GE Areas D3 and D4 and identify currently approved courses which may meet the criteria for approval in these areas.

II.A.4.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Modesto Junior College offers both Associate of Arts and Associate of Science degrees which focus on at least one area of inquiry or in an interdisciplinary core. Degree program requirements are listed in the MJC Catalog, and all require a minimum of 60 total units, with a minimum of 18 units in the major [Ref. IIA-4]. In order to comply with Title 5 regulations, the Curriculum Committee approved in spring 2008 the replacement of the Transfer Studies degree with the General Studies degrees and the University Preparation--Areas of Emphasis degrees [Ref. IIA-117]. In addition to the 60-unit requirement, these degrees require students to complete a minimum of 18 units of focused study in at least one area of inquiry.

Self Evaluation

The college meets the Standard.

Planning Agenda

None.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
Descriptive Summary

Modesto Junior College offers career technical degrees in 22 areas, 19 certificates and 14 locally approved skills recognition certificates. Career technical course outlines are reviewed for job-related competencies in the curriculum approval process. At present, course-level Student Learning Outcomes have been developed for all career technical education programs at the college, and many CTE programs have Program Level Learning Outcomes as well. The Assessment Work Group has implemented an action plan that by the end of the 2011-12 academic year, all college programs will have program-level outcomes developed [Ref. IIA-46]. As outcomes are developed, they are evaluated for consistency in light of certification as well as program improvement. The Carl D. Perkins Career and Technical Education Act (Perkins IV) shows the number and/or percentages of students who complete programs and who are employed [Ref. IIA-51]. Graduates from career technical education programs indicated high employment rates in most of their occupational programs. These measures of student achievement are published in the college’s annual Institutional Effectiveness Report.

Graduates in the Allied Health programs posted high licensure exam pass rates in most programs. Career technical programs, such as Nursing (ADN), Vocational Nursing, Medical Assisting, and Respiratory Therapy have external standardized licensing examinations at the conclusion of the programs.

The Nursing Program is accredited by the California Board of Registered Nursing [Ref. IIA-118]. The Respiratory Care program is accredited by the Commission on Accreditation for Respiratory Care [Ref. IIA-119].
The table below indicates some of the certificates and licenses available in CTE:

<table>
<thead>
<tr>
<th>Program</th>
<th>Classes</th>
<th>Industry Standards/Certifications/Licensing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body Collision and Repair</td>
<td>Program</td>
<td>I-CAR Point System</td>
</tr>
<tr>
<td>Communication Graphics</td>
<td>Program</td>
<td>Photoshop, Illustrator, In Design, Acrobat, Ripping Software</td>
</tr>
<tr>
<td>Computer Electronics</td>
<td>CMPET 210 and CMPET 269</td>
<td>CompTia A+ and Network +</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>INTEC 320</td>
<td>NFPA 70 Safety Standards</td>
</tr>
<tr>
<td>Electronics Technology (future - In Progress)</td>
<td>Photovoltaic Systems</td>
<td>NABCEP</td>
</tr>
<tr>
<td>Electronics Technology and Industrial Technology</td>
<td>School #136 approved classes</td>
<td>State of California - DAS Electrician Trainee Program Approved Classes</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>WELD 300: Intermediate Welding</td>
<td>Metallic Inert Gas (MIG), Flux Core Arc Welding (FCAW), Gas Tungsten Arc Welding (TIG), American Society of Mechanical Engineers (AMSE), and American Welding Society (AWS) Certification</td>
</tr>
</tbody>
</table>

CTE programs without external licensure measure course and program completion rates as a means of assessing skill competency. The programs, in accordance with federal regulations and college guidelines, rely on feedback from advisory committees to ensure that the curriculum is current and relevant.

**Self Evaluation**

The college meets the Standard. Modesto Junior College annually tracks the total number of students enrolled in career technical courses, as well as their retention and success rates. In the 2010 Institutional Effectiveness Report [Ref. IIA-51], ARCC data on the Annual Successful Course Completion Rate for Credit Vocational Classes indicate that MJC continues to have successful course completion rates slightly below the statewide level of 77.5 percent. As evidenced in the Institutional Effectiveness Report, each year the college analyzes student performance in all programs, noting numbers or percentages of majors and those who successfully complete programs and those who earn degrees and certificates, among other performance indicators. Analysis of performance on licensing exams is an essential component of the evaluation of career technical programs.

Using data from the California Community College Chancellor’s Office (CCCCO) Perkins IV Report, the college is now able to report on employment rates of its graduates from career technical programs in the annual Institutional Effectiveness Report. External program accreditations validate that industry standards are fully integrated into the curriculum.

**Planning Agenda**

None.
The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary

Modesto Junior College students and prospective students receive clear and accurate information about educational courses and programs in the MJC Catalog, which is published in hard copy as well as posted online [Ref. IIA-4]. The MJC Catalog is updated annually by the Office of Instruction. In addition, curriculum guides, which list courses required for certificates and degrees in specific areas, are also available in the Counseling Department and division offices, and are distributed during academic counseling sessions as part of developing individual educational plans [Ref. IIA-120].

Programs that have supplemental or special admissions requirements and/or prerequisite requirements, such as the Nursing Program or Honors Program, are clearly detailed in the MJC Catalog, on the college’s webpage and in supplemental publications [Ref. IIA-121]. Supplemental program information is also disseminated during individual counseling sessions and in large, group orientation. The Office of Instruction takes responsibility to ensure consistency across the different publications and online postings and that students are made fully aware of these requirements.

The MJC Class Schedule is available each term online providing clear and accurate information on all courses including course name, description, unit value, prerequisites, skills advisories, time, dates, location and transferability to UC and CSU [Ref. IIA-52]. The college implemented an online MJC Class Schedule in Spring 2009 in response to providing the most up-to-date information for students [Ref. IIA-122]; since that time, financial constraints have caused the college to reduce sections and classes each term. Posting the MJC Class Schedule online

<table>
<thead>
<tr>
<th>Program</th>
<th>Graduation Year</th>
<th>Number of Graduates in Program</th>
<th>Number of Graduates Who Took Exam</th>
<th>Pass Rate of Graduates Who Took Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nursing</td>
<td>2008-09</td>
<td>139</td>
<td>125</td>
<td>93.6%</td>
</tr>
<tr>
<td>Vocational Nursing</td>
<td>2008</td>
<td>27</td>
<td>26</td>
<td>80.8%</td>
</tr>
<tr>
<td>Nursing Assisting (CNA)</td>
<td>2008</td>
<td>116</td>
<td>112</td>
<td>96.5%</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>2008</td>
<td>24</td>
<td>14</td>
<td>58.3%</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>2008</td>
<td>14</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>Written Exam for Registered Respiratory Therapist (WRRT)</td>
<td>2007-2009</td>
<td>50</td>
<td>39</td>
<td>78.0%</td>
</tr>
<tr>
<td>Certified Respiratory Therapist (CRT)</td>
<td>2007-2009</td>
<td>44</td>
<td>41</td>
<td>93.1%</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Simulation Exam (CSE)</td>
<td>2007-2009</td>
<td>47</td>
<td>33</td>
<td>70.2%</td>
</tr>
</tbody>
</table>
provides students accurate, real-time information in order to develop their educational plans. MJC students also requested moving to an online publication to be more ‘green’. An electronic copy of the MJC Class Schedule is provided to any individual or group that requests it. A link is provided on the college’s website to request this service [Ref. IIA-53]. Printed copies will be mailed to those who request it. The Office of Instruction keeps track of those individuals and provides a copy of the MJC Class Schedule each semester. Electronic copies are provided to the Counseling Department. A regular review process including department faculty, Deans and the office of instruction ensures that all course descriptions and program requirements are reviewed for completeness and conformity to the Curriculum Committee’s decisions prior to posting online. The process ensures that the MJC Class Schedule is current and complete.

In every class section, students receive a syllabus that specifies the Student Learning Outcomes. Faculty post syllabi on their webpages for student review. The Dean of each division collects and houses syllabi for each course in the office; course syllabi are kept for three years.

Community Education distributes a catalog four times a year listing classes offered for the community. This information is also available on the Community Education website [Ref. IIA-123].

Self Evaluation

The college meets the Standard. Faculty, counselors, Deans and instruction office staff review the MJC Catalog during the production stage to ensure accuracy. Faculty members include Student Learning Outcomes on class syllabi. The deans ensure that the syllabi are collected, reviewed and stored for student review and access.

Planning Agenda

None.

II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The college has articulation policies in place to ensure that students are given credit for classes taken at other institutions. Subject area experts grant approval for credit to ensure that those courses are comparable to or acceptable in lieu of courses offered at Modesto Junior College. The college may grant credit for college units earned at regionally accredited institutions of higher education. Generally, the Evaluation Office determines equivalency of courses; specifically, the college’s Articulation Officer, in consultation with the appropriate faculty member, determines any questionable course credit application. The college Registrar ensures that the transcript is official and that the institution is regionally accredited. Comparability for courses taken at other California public colleges and universities can be determined by the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), the online statewide database of articulation [Ref. IIA-124], and by the MJC Catalog. Whenever it may not be readily apparent if a course from another institution is comparable, the student is asked to obtain an official course outline. If the evaluator and/or the college Articulation Officer cannot make a determination on comparability, the course outline is submitted to the appropriate Dean. The discipline faculty and the Dean make the final determination on course comparability [Ref. IIA-125].
Self Evaluation

The college meets the Standard. The determination of baccalaureate status, submission for general education designation, and course-to-course articulation is well-developed. Appropriate courses are evaluated and submitted by the faculty; submission deadlines are met; and information is disseminated to the student through the MJC Catalog and to the entire faculty through the committee/council reporting structure.

Planning Agenda

None.

II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

The district has a clearly defined policy to review programs that may need improvement or discontinuance. Few programs have been slated for elimination, but in such cases policies are currently in place to allow students to complete such programs. Modesto Junior College adheres to Board Policy 6020 - Program and Curriculum Review, when considering the viability of a given program [Ref. IIA-76]. The policy affirms the board's collegial consultation with Academic Senate and primary reliance on the expertise of faculty in making recommendations in these academic areas.

Modesto Junior College's review process [Ref. IIA-126] will go into effect when the Vice-President of Instruction, in consultation with the discipline faculty and the Division Dean, has determined that a program is in jeopardy. Department/program/discipline faculty members and the administrator working directly with the program will identify aspects, i.e., qualitative and quantitative data, which apply to the specific program, and then do a preliminary analysis of items related to the mission of the college, enrollment trends, workforce-related issues, completion rates, articulation issues, course availability (both lower and upper division), and outside agency requirements. Then formal notice, including factors used to make the determination, will be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of the YFA and the college President.

The department/discipline will then work internally for one semester to review program goals and attempt to address challenges. Ongoing documentation will be needed. Notice of progress will again be sent to the President of the Academic Senate, the co-chairs of the Curriculum Committee, the President of YFA, the Vice President of Instruction, and the college President.

After one semester, the Vice President of Instruction and the President of the Academic Senate will convene a Program Discontinuance Review Committee (PDRC). The membership of this committee will include the President-Elect or President of the Academic Senate, the affected faculty as determined by the Academic Senate President, the Division Dean, the Vice President of Instruction or his/her designee, one faculty member chosen by the Academic Senate, and a non-voting student representative. The PDRC will supervise a comparative study on the quantitative/qualitative factors identified as pertinent to the program. The charge of the PDRC is to make a recommendation to continue or discontinue the program. This committee will hold meetings with provision for public comment and will have a first and second reading of action items.

If it is determined by a majority of the membership of the PDRC that the program should be discontinued, there will also be a recommendation for a phase-out period to ensure that all students in the program have the opportunity to complete the program and to ensure that the YFA may resolve contractual issues for faculty in the affected program. These recommendations will then be forwarded to the Board of Trustees for approval.
If extreme financial hardship is declared by the district, the above steps in the process will be condensed to start no later than October 1 of an academic year and must be completed by February 25 in order to make a recommendation to the Board of Trustees in advance of the March 15 statutory requirement for potential faculty layoffs.

In response to a severe budget shortfall at the college, the Academic Senate and the president entered into an agreement for one year to suspend the Senate’s Program Viability Process using criteria developed by the Planning and Budget Committees [Ref. IIA-127]. On February 28, 2011, the former president issued a budget reduction plan for the college that included the elimination and reduction of a number of instructional programs [Ref. IIA-128]. The Board accepted the college’s program eliminations/reductions at its March 2011 meeting and issued March 15 notices for fourteen faculty [Ref. IIA-129]. At the May 2011, the Board rescinded three of these notices; the program reductions/eliminations are in effect for the college in 2011-12.

**Self Evaluation**

The college meets the Standard. The college regularly reevaluates its policies and procedures to ensure that they remain relevant and effective. The YCCD Board Policy and Academic Senate Program Viability Procedure ensure that the college will not eliminate or substantively change a program in ways likely to affect student access without analysis and evaluation. When programs are eliminated or program requirements are significantly changed, Modesto Junior College makes arrangements in order for students to complete their education in a timely manner with a minimum of disruption. As an example, the college is collaborating with the Interior Design Program’s advisory group in developing an educational plan for students enrolled in the program at MJC [Ref. IIA-130].

**Planning Agenda**

None.

**II.A.6.c.**

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

**Descriptive Summary**

The college ensures that prospective and current students, staff and faculty, and community members are provided clear and accurate information through catalogs, statements and publications, including those in electronic formats. This information is accessible in the annually published *MJC Catalog*, available both in print and online [Ref. IIA-4].

In addition, in late 2009 the decision was made to offer the *Class Schedule* in an online-only format due to accuracy of information and printing costs [Ref. IIA-52]. In January 2010, the online-only version of the *MJC Class Schedule* was launched and improvements were made to the search functions of the college website. This webpage, and the improvements to it, facilitate real-time access to the current online *MJC Class Schedule* (and archived copies as well), the *Student Handbook, Student Code of Conduct*, the college’s application process, and many other policies, services, procedures and information pertaining to the college experience [Ref. IIA-54].

Many areas of the college community regularly review the policies, procedures and publications to assure their integrity. For instance, the *MJC Catalog* is regularly reviewed by the Curriculum Committee, as well as divisions, departments, faculty and staff [Ref. IIA-131]. The Dean of Matriculation, Admissions & Records and staff members regularly review the procedures in the Student Handbook and those policies and procedures associated with application to the college, student orientation and registration. The *MJC Class Schedule* is reviewed by both individual divisions and by the Office of Instruction; and policies regarding student success
and student conduct are reviewed by both the Office of Student Services and Office of Student Success.

In 2009-10 the MJC website was completely redesigned, and according to usage statistics from surveys that were received during the month of January 2010, there was a 10 percent increase in page views and a 12 percent increase in unique views on the MJC Class Schedule web page when comparing the months of January 2010 to January 2009 [Ref. IIA-132].

When the new website went live on June 1, 2009, statistics gathered from a survey of web visitors on the first day of full operation of the website (June 2, 2009) indicated that current students made up 93 percent of the web visitors, with prospective students at 4.7 percent, and “other” at 2.3 percent [Ref. IIA-133].

Access to information on YCCD Board of Trustees policies and procedures is also available to students, staff, and the general public through the district website [Ref. IIA-134].

The Modesto Junior College Public Information Office encourages access to information regarding college activities to the general public and periodically issues news releases to local and other media sources.

The MJC Marketing and Public Relations Officer worked directly with the college President and managed the overall operation and activities of the college marketing and public relations program including providing information to the general public regarding college and student activities and achievement through news releases and various forms of advertising and promotion [Ref. IIA-135].

Electronic representations of the college are regularly reviewed by a work group charged with this and other related tasks. The work group was chaired by the MJC Marketing and Public Relations Officer and included representation by the Graphic Arts Specialist-Print Shop and the Graphic Arts Specialist-Public Information. Other college staff members were invited to provide input and attend work group meetings related to their specific area(s) of expertise on an as needed basis.

As part of the college’s Budget Reduction Plan in 2011, the position of the Director of Marketing and Public Relations Officer was eliminated [Ref. IIA-128]. The duties of this Director have been reassigned to staff in the President’s Office and the district’s Director of Public Affairs.

YCCD conducts regular review of district policies and procedures through the YCCD Policies and Procedures Work Group [Ref. IIA-136]. The work group is chaired by the district’s Director of Public Affairs and includes representatives from all constituent groups throughout both colleges and the district. Meetings of the work group are held monthly during the academic year and during the summer months to address any emergency issues that may arise [Ref. IIA-137].

**Self Evaluation**

The college meets the Standard. The college represents itself clearly and accurately through the newly redesigned website, the *MJC Catalog*, and a number of other publications.

With the departure of the MJC Director of Public Marketing, the college needs to ensure that it is represented clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats.

**Planning Agenda**

The college will take steps to ensure that responsible parties are representing the institution clearly, accurately and consistently to the community by assigning this overview to an administrator at MJC.

**II.A.7.**

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or
worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The YCCD Board of Trustees has established its position on academic freedom and the responsibility of the colleges with regard to academic freedom for faculty and for students through the following board policy:

The YCCD Board Policy 6030: Academic Freedom (Faculty) states [Ref. IIA-138]:

“Recognizing that academic freedom is essential to the pursuit of truth in a democratic society, the district adheres to the following principles:

Faculty shall be free:

A. To examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication.
B. To recommend the selection of instructional materials.
C. To make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When district employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the district or its colleges.”

Faculty evaluations are used to determine how effectively instructors distinguish between course content described by course outlines and personal opinion. Tenured faculty members are evaluated once every three academic years. Probationary faculty members are evaluated every semester for the first two years of employment, then in the fall semester of the next two years until granted tenure. Adjunct faculty members are evaluated once during their first semester of employment and at least once during every six semesters of employment thereafter. All faculty evaluations include student evaluations [Ref. IIA-78].

Self Evaluation

The college meets the Standard. Both the college and the district promote the continued emphasis on academic freedom which is made public and accessible in a variety of ways. Policies detail the importance of academic freedom in the educational process and ensure that the integrity of the teaching-learning process is maintained.

Faculty evaluations are used to ensure that instructional content follows course outlines and that the data and information that instructors provide is presented fairly and objectively.

Planning Agenda

None.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Modesto Junior College publishes the academic freedom and honesty policy in the MJC Catalog (pp. 42 and 4 respectively) [Ref. IIA-4], in the Student Handbook (p. 61) [Ref. IIA-139], and on several pages of the college website, which are accessible to prospective and current students as well as to
the general public. Many instructors also include this information in their course syllabi which are distributed at the first class meeting and are available to students online [Ref. IIA-140].

**The MJC Academic Integrity procedure states:**

“The Academic Senate of MJC shares the original jurisdiction for conduct violations in the area of academic integrity. The Academic Senate at MJC has defined academic integrity and identified possible means for maintaining academic integrity at the college. The following are violations of academic integrity:

**Cheating:** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

**Facilitating academic dishonesty:** Intentionally or knowingly helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

**Plagiarism:** The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own, without acknowledgement. This includes all group work and written assignments.

**Consequences of violations:** The grading of a student’s work rests on the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates a failure to complete this most basic requirement of any course. Thus a faculty member may administer academic consequences for violating the Academic Integrity Policy ranging from partial credit to an F on the assignment or exam.”

The instructor may also consider that a student’s violation of academic integrity should be a consideration for disciplinary measures. Disciplinary action for violating academic integrity was administered through the Office of Student Success under Board Policy 5500 - Standards of Conduct [Ref. IIA-141].

**“Academic Integrity in the MJC course:**

1. Academic areas may develop for their faculty and students a statement of the application of the Academic Integrity Procedure in their courses; and

2. Each faculty member is encouraged to include in his/her introduction to a course:
   a. A statement of the application of the Academic Integrity Procedure within his/her course.
   b. A statement notifying students that violations of the Academic Integrity Procedures will be reported.

**Due process for violations of academic integrity:**

1. Students shall be given notice of the violation; and

2. Students shall be given an opportunity to respond to the allegations.”

YCCD Board Policy 5580 - Academic Freedom (Students) states [Ref. IIA-142]:

“The Board of Trustees believes that students have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the district is best served by this freedom of expression. As members of an academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students are essential to the purposes for which community colleges exist.

Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.”
The Student Code of Conduct and Student Rights and Responsibilities are also published online in the MJC Catalog [Ref. IIA-4] and the Student Handbook [Ref. IIA-139] and are found linked on the Modesto Junior College website.

Self Evaluation

The college meets the Standard. Modesto Junior College does not tolerate academic dishonesty, and there are processes in place to deal with academic dishonesty. Depending on the seriousness of the infraction, a student may receive a failing grade on an assignment or in the course; may be put on probation, suspended, or expelled. These policies are widely distributed through the college website, Student Handbook, MJC Catalog, and a variety of other media to ensure that students have sufficient notice.

Many faculty members have included academic honesty statements and/or statements related to college student conduct policies in their course syllabi which outline the consequences of academic dishonesty or improper student conduct.

MJC eliminated the Office of Student Success and its Director position as part of its budget reduction plan to address a $7.6 million deficit for 2011-12. A clear process for establishing and publishing clear expectations concerning student academic honesty and the consequences for dishonesty has not been developed.

Planning Agenda

A clear process for establishing and publishing clear expectations concerning student academic honesty, the consequences for dishonesty and consistency in all printed and online materials needs to be developed. MJC is in the process of recruiting for a new Vice President of Student Services; it is expected that this administrator will lead the discussion in Fall 2011.

Policies need to be made consistent in all printed materials (e.g. Academic Integrity Statement in 2010-2011 Student Handbook).

II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the MJC Catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

All district and college policies and codes of conduct support the Modesto Junior College Vision, Mission, and Core Values statements [Ref. IIA-134]. Students are made aware of the Student Code of Conduct as well as their rights and responsibilities through publication of these documents and other related policies and procedures on the college and district websites and in the Student Handbook and MJC Catalog [Ref. IIA-4, 139].

Yosemite Community College District and the Yosemite Faculty Association (YFA) have delineated the criteria and standards of faculty evaluation in Appendix C of the current YFA Faculty Contract-Faculty Evaluation, which outlines criteria for evaluation of regular contract, probationary, temporary full-time, and adjunct faculty and provides a Statement on Professional Ethics [Ref. IIA-??].

Self Evaluation

The college meets the Standard. There are institutionalized specific codes of conduct for staff, faculty, administrators and students at Modesto Junior College. Staff, faculty, administrators and students are all provided clear written notice of these policies via statements in the MJC Catalog, faculty handbook, and student handbook.

Planning Agenda

None.
II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to Modesto Junior College.
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59. Website Online Support for Faculty/Students
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62. Learning Online @ MJC Website
63. Vice President of Instruction's Letter to Faculty for Teaching and Learning Workshops
64. Student Services Website
65. 2009 Community College Week, Analysis of US Dept of Ed
66. Evidence of Study Sessions at Academic Senate, College Council Resolution 11.02

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68. Scoring Resource Requests Rubric
69. Example: Student Learning Outcomes on Course Syllabus
70. White Water Institute 2010
71. Email Announcement: January 2011 Assessment Day
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74. Student Learning Outcomes (SLO) Assessment Plan - Instructional Programs
75. Fall 2010 Institute Day Program
76. Board Policy 6020: Program and Curriculum Development
77. IAC Rubric for Staff Priorities, 2010
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Standard II.B:
Student Support Services
II.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 assesses student support services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Introduction

Modesto Junior College is committed to offering an array of student support services and programs that identify and address the needs of students. The college’s student support services and programs are consistent with the district and the college Mission [Ref. IIB-1] [Ref. IIB-2]. Each program and student support service recruits and admits diverse students who will benefit from their services and experience increased student success. The college allocates significant resources to outreach and orientation, through the operations of the Extended Opportunity Programs and Services (EOP&S), the Pre-College Programs, and the Welcome Center among others. Many of these outreach activities target students traditionally underrepresented in higher education. The college provides a series of intake services (testing and assessment, orientation, advising, special program services.) These intake activities are supplemented with an array of comprehensive services aimed at addressing the specific and unique needs of each student. Student success remains a focus of the college as each student progresses toward individual educational goals.

College services include the following: Admissions and Records, CalWORKs, Career Development and Transfer Center, Cooperative Agencies Resources for Education (CARE), Counseling Center, Disabled Student Program and Services, (DSPS), Evaluation Services, Extended Opportunities Programs and Services (EOP&S), Health Services, International Student Program, Matriculation Services, Student Development and Campus Life, Student Financial Services, Testing and Assessment, TRIO Pre-College Programs, TRIO/Student Support Services, Tutoring Centers, and Veteran Services [Ref. IIB-3-20]. The college’s student support services and programs fall within the administrative responsibility of the Office of the Vice President of Student Services [Ref. IIB-21] and are systematically evaluated using Service Area Outcomes [Ref. IIB-22] and faculty, as well as staff and student input via campus-wide surveys. Student Learning Outcomes are being developed for this area and will be incorporated into this assessment process upon completion. Each program is also evaluated using the appropriate measures as mandated by state and/or federal legislative management laws.

The continued evaluation and improvement of all of the college’s student support services and programs are guided by the college’s Strategic Plan, which is linked to the MJC budget planning and program review processes [Ref. IIB-23]. General fund allocation for each student services department is established annually and coordinated with the college's Mission and priorities [Ref. IIB-24]. The Accreditation and Institutional Effectiveness (AIE) Committee, along with the Planning and Budget Committee, composed of representatives of various college shared governance groups, review the resource requests contained in program review documents and make recommendations to the college President, thereby integrating planning and resource allocation [Ref. IIB-25] [Ref. IIB-26].

Standard II.B.1:

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
Descriptive Summary

The Mission of Modesto Junior College:

Modesto Junior College provides a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of our diverse community. We fulfill this mission as an institution of higher education through the following:

- University Transfer Education
- General Education
- Career & Technical Education
- Basic Skills Education
- Workforce Development
- Civic Engagement
- Comprehensive Student Services
- Community Education
- Partnerships with the Community
- Economic Development

Further, the mission of the unit of Student Services (p. 48 2011-12 MJC Catalog) fully supports the college Mission and is designed to provide services and programs in partnership with other areas of the college and the community that will maximize each student’s success [Ref. IIB-27].

Through assessment and evaluation, MJC assures the quality of student support services, and demonstrates that services support student learning and enhance the achievement of its mission by the institution. Under the general supervision of the Office of the Vice President of Student Services, each student support services unit participates in a comprehensive annual internal program review process, instituted by the Accreditation/Institutional Effectiveness (AIE) Committee. This process demonstrates program achievements and identifies areas for improvement. The program review process also aligns each student support services unit with MJC’s Strategic Plan and annual budget allocation processes, developed by the Planning and Budget Committee to identify departmental funding levels and address budget deficiencies. In addition to internal program review, a number of student support services units (for example, Student Financial Services, DSPS, EOP&S, and the TRIO Programs) submit annual performance reports to their regulatory agencies and are reviewed by external auditors on a periodic basis [Ref. IIB-28]. The comprehensive internal and external review and evaluation process of each student support services unit demonstrates the commitment MJC has to delivering high quality services regardless of location or means of delivery.

Over the past five years, MJC student support services and instructional support services have made a progressive and substantial effort to provide the delivery of their services on both East and West Campuses. The success of this effort is made evident by the following services that are now offered on both campuses:

- Health Services
- Library Services
- Math Drop-in Center
- Student Development and Campus Life
- Supplemental Instruction
- The Center for Learning Assistance
- The Counseling Center
- The Disability Services Office (DSPS)
- Tutoring Center
- Writing Center

Self Evaluation

The college meets the Standard. The college has established a thorough evaluation process that incorporates program review, strategic planning, Student Learning Outcomes, and Service Area Outcomes. These mechanisms parallel the institution’s Educational Master Plan and demonstrate the effectiveness of the student support services programs. Guided by the Accreditation/Institutional Effectiveness (AIE) and the Planning and Budget Committees, student support service departments utilize program review and service area outcomes (SAO) to evaluate the effectiveness of each department. The Office of Research and Planning (ORP) provides administrative support in developing student surveys that evaluate program efficacy. Conducted in May 2008, surveys (electronic and point-of-service) and self assessment documents were distributed to campus stakeholders requesting feedback regarding the programs offered in each student services department [Ref. IIB-29]. Over 3,000 students and 300 staff responded. Furthermore, self assessment comments were gathered from
program staff in each student services department. The process incorporated the required components described by the Commission and served to begin the program review process for Modesto Junior College. The process uncovered the following key outcomes and suggestions for improvement:

Outcomes
- In the overwhelming majority of cases students responded with a high level of satisfaction across all student services areas
- Most students were enrolled part time and were in “continuing” status
- Students were grateful for the Health Services Clinic and the array of services provided
- Students appreciated the Career Development and Transfer Center (CDTC) which offered appointments with representatives from four-year institutions
- Faculty were thankful for the CDTC orientations
- Students associated with the Pre-College Programs were appreciative of the special tutoring and Saturday Academic Workshops
- The petitions process administered by the Office of Student Success and Special Projects was identified by students as helpful and timely
- Faculty appreciated the binder inserts identifying all campus support services and the services of Supplemental Instruction
- Students were grateful for one-on-one tutoring and the Book Loan Program
- Counseling services in the Student Support Services Program-TRIO were identified as exemplary
- The CalWORKs work study services were helpful for students in meeting their work obligation, and college departments were thankful for the added workforce
- Student Financial Services were instrumental in keeping students enrolled
- International students were appreciative of the trained and knowledgeable counselor
- A positive aspect of the International Program was the integration of students into the college and local community
- Students were pleased with the student benefits program operated by Student Development and Campus Life
- Extended Opportunities Programs and Services (EOP&S) was cited for strong counseling services, transportation allowances, meal tickets, and the Bridge Career Path Learning Community
- Faculty were especially appreciative of the professionalism displayed by EOP&S staff
- Students felt the Counseling Office was instrumental in understanding the educational planning process and that walk-in services were helpful for continuing and returning students
- Other faculty and staff cited appreciation for the crisis counseling provided by counseling faculty
- Disabled Student Programs and Services (DSPS) staff were applauded for providing essential accommodations for students with disabilities, especially the accommodated testing services
- Faculty acknowledged and appreciated the array of services offered to students with disabilities
- College Enrollment Services were cited for their willingness to assist students and for their professionalism
- The quality of the orientation delivered by the staff of the Welcome Center was identified as helpful and well organized
- Campus staff were particularly impressed with the Spring Fling and the StartSmart Program

The current state budget situation has provided a challenge in some student support services departments. Staff hiring and/or equipment purchases have been limited, creating longer turn-around times in the student matriculation process and access to counseling services. Over 70 percent of college staff indicated their agreement that student support services addressed the needs of students and enhanced a supportive learning environment regardless of location. The survey also identified the need to improve tutorial services as only 54.7 percent of staff provided a positive review in this area. (College Climate Survey, Spring 2010) (Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement, 2009) [Ref. IIB-30] [Ref. IIB-31].

Planning Agenda

None.
### II.B.2

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

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**d. Locations or publications where other policies may be found:**

**Yosemite Community College District Chancellor’s Office**  
Office of Public Affairs  
P.O. Box 4065, Modesto, California 95352  
Telephone (209) 575-6959 Fax (209) 575-6565

**As well as on the following website links:**

- Yosemite Community College District Website [Ref. IIB-32]  
- Yosemite Community College Policies and Procedures[Ref. IIB-33]  
- Modesto Junior College Website [Ref. IIB-34]  
- Help for Students Webpage [Ref. IIB-35]
Descriptive Summary

Modesto Junior College provides a catalog for students with current information that includes all of the points identified under the areas of general information, requirements, and major policies affecting students. The MJC Catalog is available electronically on the college website [Ref. IIB-36] and is also available for purchase from the Pirates' Bookstore for $3.00. The MJC Catalog is routinely available in various offices on campus, such as the Counseling Office, as well as in the library on East Campus for students to check out. The MJC Catalog is updated at the beginning of each academic year, starting with the summer term, and is produced and proofread manually through a process administered by the Instruction Office.

Modesto Junior College recently implemented the use of CurricUNET, software designed specifically for curriculum management. When CurricUNET has been fully implemented on campus, future editions of the MJC Catalog will be produced electronically. The Instruction Office relies on assistance from the entire campus community to proofread the MJC Catalog regarding the information pertaining to divisions, offices, programs, services, and other college information. On occasion errors have been found after production has been completed. To address these discrepancies, the Instruction Office has formed a Catalog Work Group that helps plan, organize, and proofread the contents in order to reduce errors and inaccuracies.

Self Evaluation

The college meets the Standard. Modesto Junior College has established an ongoing catalog development and review process. Divisions review academic program accuracy and clarity, and provide the most updated information to the campus community. A comprehensive review and program revision of the MJC Catalog is completed on an annual basis with college-wide participation, which includes student representation from the Associated Student Body. The MJC Catalog is updated and published by February in order to be available for advising and new-student orientations, which begin in early May.

The MJC Catalog is easily accessible online and in various locations throughout the campus community, which include but are not limited to the Counseling Office, Career and Transfer Center, Tutoring Centers, Library, Bookstore, Disability Support Program and Services, and Extended Opportunity Program and Services. The MJC Catalog is used in orientations and guidance courses, enrollment in which is a graduation requirement for every Modesto Junior College student, providing students with the opportunity to review, understand, and interpret the MJC Catalog and how it will guide their educational careers [Ref. IIB-36]. Prospective students can access the MJC Catalog through the campus website or can purchase a hard copy from the campus bookstore. The MJC Catalog is also distributed to local area high school counselors and is generally located in their counseling and career offices.

Planning Agenda

None.

II.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The college's student services operations have developed and implemented a comprehensive program review process. Services offered are typically found at most other California community colleges. This process compiles qualitative and quantitative information from student services staff, general college staff, and college students regarding student services programs and services. Further, the college administers a nationally developed survey (Community College Survey of Student Engagement - CCSSE) to help guide the college service programs. This survey is presently administered every two years by the Office of Research and Planning with campus-wide coordinated efforts by every college department [Ref. IIB-31].
Self Evaluation

The college meets the Standard. The most recent program review process indicated that students, faculty, and staff believe the services offered are strong and comprehensive. In the majority of categories students and faculty/staff provided ratings that exceeded the internal standard of 75 percent. This standard was agreed upon through a collaborative process developed within student services and used as a benchmark of success. Both quantitative and qualitative data were generated through point-of-service and electronic survey methods. Data analysis was facilitated through the Office of Research and Planning. In addition, several student service departments (TRIO, DSPS, EOP&S, CARE, CalWORKs, and Student Financial Services) utilize program-specific guidelines prescribed by the Department of Education or the California Community College Chancellor’s Office to support the identification of student needs [Ref. IIB-37].

An example of the use of institutional research data in support of the improvement of student services programs occurred during fall 2010 when results of the spring 2009 CCSSE survey indicating lower than average utilization of tutoring, math, and writing labs were indicated, along with comparatively low course completion rates in basic skills classes. This data was used as rationale for a decision to create an Integrated Learning Resource Center in the planned East Campus Library renovation project. Decisions of this nature support the premise that Modesto Junior College is increasingly making planning and resource allocation decisions on the basis of data pertaining to student access and success.

Planning Agenda

None.

II.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Modesto Junior College assures equitable access for students, providing the following services through a range of different methods, including face-to-face interaction on both of our campuses (East and West), as well as services providing online interactions. Services available online include the following:

- Apply for Admissions Online
- Blackboard Log in
- College Forms
- Computer Technical
- Helpful Documentation
- Helpdesk for Online Classes
- MJC Student Handbook
- Online Advising/Counseling
- Online Classes
- Online Learning Help
- Online Registration
- Online Registration Guide
- PiratesNet
- Register for Classes
- Scholarships
- Student Email
- Student Email Help
- Student Employment
- Technology Support Email

[Ref. IIB-38-56]

- Admissions and Records: The Admissions office has locations on both the East and West Campuses. The Records Office is located on the East Campus. Services provided include processing educational records, such as transcripts and grade reports, enrollment verifications, name and address changes, determinations of residency, processing of transcript requests, and issuing of graduation petitions. Students are able to apply to the college and register for their classes in person or online on the MJC website. All students were provided an e-mail account beginning in Fall 2009, allowing another method of communication with students. In addition to regular business hours, Admissions and Records services are also available in the evening one day a week [Ref. IIB-3].
• **Assessment Testing:** Assessment testing is available on the West Campus, Monday through Friday, from 7:00 a.m. to 5:00 p.m. throughout the year. Assessment services include math, English and ESL assessment testing. The pre-calculus-level testing is offered two times per month, and the ESL assessment is offered monthly. Assessment testing accommodations are provided for students with documented disabilities. The ability-to-benefit test is offered for those students who require this verification for financial aid purposes. Sample questions are available online for math, English and ability-to-benefit tests [Ref. IIB-16].

• **California Work Opportunity and Responsibility for Kids (CalWORKs):** The CalWORKs Program, a welfare-to-work program that gives cash aid and services to eligible families, is located on the West Campus. A student must be receiving Temporary Assistance to Needy Families (TANF) in order to qualify. The program provides eligible students with educational opportunities and a variety of support services, including counseling, book loans, child care, job placement, work study, and bus passes [Ref. IIB-4].

• **Career Development and Transfer Center:** The Career Development and Transfer Center is located on the East Campus. Students can explore career options through career assessment tests (Myers-Briggs Type Indicator and Strong Interest Inventory) and by finding career information through books, software programs (Eureka), and internet access. Referrals to take the career assessment tests are available through the Counseling Center and interpretation is made in consultation with a counselor. Job placement activities and resources include referrals to employment and internship opportunities, employer recruitment on campus, job fairs in the fall and spring semesters, resume and interviewing tips, job hunting guide, job hotline, and e-mail job alerts. The Transfer Center guides students in making the transition to a four-year college or university. The Center provides assistance with admission procedures, resources such as college catalogs, field trips to college campuses, individualized appointments with representatives from four-year colleges and universities, Transfer Admission Guarantee to designated four-year universities, and an Annual Transfer Day/College Night with over 60 colleges and universities[Ref. IIB-5].

• **Child Development Center:** The Child Development Center is located on the West Campus. The center provides child care for children aged 12 months through to the time they are eligible for kindergarten. Programs include Early Head Start, General Child Care, and State Preschool. Priority is provided to children of MJC students while they attend class, study, or work, and fees are based on family income and size. The majority of children served by the center have parents who attend or work at Modesto Junior College [Ref. IIB-57].

• **Cooperative Agencies Resources for Education Program (CARE):** As a component of EOP&S, the CARE Program provides EOP&S-eligible single parents supplemental economic services, counseling services, and personal support services in addition to the services each receives as an EOP&S student. In order to be eligible for CARE, a student must be a recipient of CalWORKs funding, be eighteen years of age or older, maintain head of household status, and have one or more children under the age of fourteen. Child care reimbursement, meal services, bus passes, parking permits, and holiday cultural events for CARE students and their children are a few examples of CARE supplemental services. Additionally, an expansive workshop series teaching parenting skills, money and time management skills, coping strategies for dealing with co-dependent relationships, stress management, and self defense is offered each fall and spring term. CARE students are required to attend three workshops per academic term as a condition of maintaining CARE Program compliance [Ref. IIB-6].

• **Counseling:** Counseling services are provided on both East and West Campuses. The main Counseling Center is located on the East Campus. Academic advising, career counseling, personal counseling, and crisis counseling are available to students by appointment or on a walk-in basis during regular business hours,
with evening counseling available one night a week. The Counseling Center offers Guidance and Study Skills courses, as well as Orientation, Advising, and the StartSmart Program. Online advising is available to answer students’ questions. Bilingual counselors are available for Spanish and other languages. Academic Alert is an electronic program that provides intervention for students at the earliest signs of academic challenges and is facilitated through the use of the Scheduling and Reporting System (SARS) software program. Faculty members can refer students from their classes to services on campus, which then provide follow-up services on an individual basis. Students are made aware of their academic status through e-mail messages when they are placed on academic probation, progress probation, or dismissal. Probation workshops are made available for students on second-semester-probation status. Dismissed students must meet with a counselor to be considered for re-admission. Pamphlets and other information are available online [Ref. IIB-7] [Ref. IIB-S8].

• Disability Services Programs and Services (DSPS): DSPS is located on both the East and West Campuses. The mission of DSPS at MJC is to provide students with disabilities access to postsecondary education through support services and/or instruction as well as to promote better understanding of the needs of individuals with disabilities.

The DSPS Program provides support services, specialized instruction and educational accommodations to students with disabilities so they can participate as fully as possible and benefit as equitably as possible from the college experience as their non-disabled peers. The DSPS Program offers support services or instruction “above and beyond” the regular services or instruction offered by the college. These classes, services, or activities are offered to enable the student with an educational limitation due to a disability to fully benefit from the offerings of the college.

Services offered by MJC include access to and arrangement for adaptive educational equipment, materials and supplies; liaison with campus and/or community agencies; priority campus and/or community agencies; priority registration assistance; special parking; supplemental specialized orientation; test-taking facilitation; assessment; counseling; career planning; interpreter services; mobility assistance (classroom); note-taker services; reader services; speech services; transcription services; specialized tutoring services; outreach services; accommodations for participation in co-curricular activities; the purchase and repair of DSPS equipment—such as adaptive equipment, and materials or supplies [Ref. IIB-8].

• Extended Opportunities Programs and Services (EOP&S): EOP&S has services located on both the East and West Campuses. The mission of EOP&S is consistent with and supportive of the college’s Mission of providing a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of a diverse community.

Consistent with EOP&S regulations and implementing guidelines, EOP&S provides student services in the following categories: outreach, orientation and priority registration services; assessment services; counseling and advisement services; Basic Skills Instruction and tutoring services; pre-employment services; university transfer services; and financial aid, through economic services, grants and work study programs.

As required by EOP&S guidelines, services are “over and above” other services provided by the college. Targeted outreach, new student orientation sessions with expanded content, priority registration for EOP&S students beginning the first day of each registration cycle, in-depth assessment sessions, mandated counseling services, basic skills instruction and supplemental tutoring, pre-employment workshops focusing on job seeking/keeping skills, and no-cost admission application fee waivers for EOP&S students transferring to University of California and California State University campuses are examples of “over and above” services. EOP&S financial grants,
bus passes, emergency loans, and EOP&S scholarships are examples of “over and above” EOP&S economic/financial aid programs and services.

The EOP&S Bridge Program is designed for emancipated foster youth and other educationally underserved and economically disadvantaged students interested in pursuing career/technical training paths. The Bridge Program is scheduled each term and consists of a fifteen-unit academic curriculum teaching fundamental math, English, reading, and study skills. The focus of the program is to increase students’ proficiency in the areas of reading, writing, and math, sufficient for graduates to enter college career/technical training options identified by Stanislaus County as high-wage, high-demand career fields [Ref. IIB-10].

• Health Services: Health Services are available on both the East and West Campuses. Registered Nurses are available to provide assistance with all aspects of personal health, including first aid, confidential counseling on communicable diseases, family planning, nutrition, exercise, and weight management. Health Services provides vision and hearing screening, blood pressure monitoring, tuberculosis screening, pregnancy tests, and immunizations. Pamphlets and brochures are available for health-related information. A doctor is scheduled weekly to be on campus, and appointments are made after receiving screening and referral from a college nurse. The Stanislaus County Public Health and Family Pact agency provides family planning and weekly screening for Sexually Transmitted Diseases (STD.) Referrals for mental health counseling can be made by nurses or college counselors to Sierra Vista Child and Family Services or the Center for Human Services. MJC has an annual Memorandum of Understanding with both of these agencies that allows students to receive up to eight sessions for a five-dollar co-payment per session [Ref. IIB-59]. Elevator keys and parking permits are available for students with short- or long-term disabilities [Ref. IIB-11].

• International Student Program: The International Student Program (ISP) is located on the East Campus. The program provides support services and activities that enhance the international student’s college experience and contribute to the student’s academic success. The ISP provides all international students with specialized services, activities, and support from their initial inquiries though their graduations. Recruitment, admissions, academic advising, immigration advising, personal counseling, a special orientation program, the International Bulletin, cultural programming, and more are all part of the services and/or activities of the ISP [Ref. IIB-12].

• Office of Student Success: The Office of Student Success is responsible for student discipline, petitions, student equity and student success initiatives, and overall coordination of student support services. The department also houses a number of student success programs and services, such as the Tutoring Centers, Supplemental Instruction, TRIO Student Support Services (an intensive transfer program), and the Book Loan Program. The Office of Student Success provides students with a yearly Services and Programs binder insert that outlines services available to students campus-wide. Standards of Conduct brochures are distributed to students during orientation, and trainings are available to faculty, staff, and divisions on handling student discipline. Information is distributed electronically to all college employees on process and procedures for handling student conduct. Information, forms, binder inserts, and other information is available at the Office of Student Success website [Ref. IIB-60].

• Orientation and Advising: Orientation for new and returning students is offered before the fall and spring semesters, as well as before the summer session. Orientation helps to familiarize students with campus policies, procedures, and student rights and responsibilities. With the aid of schedulers and after-advising, the program helps students build their schedule and register for classes. Arrangements can be made for students with disabilities and limited-English-speaking students who require accommodations. An online orientation is also being developed and is in the final editing stage [Ref. IIB-61].
Student Financial Services: The Student Financial Services Office is located on the West Campus, with a representative on the East Campus for the first week of the semester to respond to student questions and resolve issues with financial aid. Students may also submit financial-aid documents on the East Campus through a secure drop-off box. Documents can also be e-mailed or faxed to the office. The Student Financial Services Office provides assistance in applying for grants, federal work-study, and the Board of Governor’s (BOG) fee waivers. The BOG fee waiver form is available on the East Campus as well as through the Counseling and EOP&S departments. Loans may be available for students in the Registered Nursing program. Information and forms are available online. The student financial services outreach recruiter presents information in college classrooms and in the community. These presentations are coordinated with instructional faculty and/or community representatives and are designed to increase awareness of and access to financial assistance to attend college. The MJC Scholarship Program offers over 150 scholarships annually to eligible students, with awards ranging from $200 to $2,000. Students can apply for scholarships during the fall semester. The TRIO Pre-College Programs: Modesto Junior College has established a pathway for many local junior and high school students to gain entry into the college via the Pre-College Program. The office of Pre-College Programs is composed of three federal TRIO grants. The office is located in the Morris Building on the East Campus, but services are delivered at local middle school and high school campuses. The TRIO Educational Talent Search (ETS) component assists students from disadvantaged backgrounds. It encourages participants to stay in school, graduate from high school, and succeed in higher education. The program serves over 600 junior high students from Hanshaw Middle School, Mark Twain Junior High, Elliot Alternative Education Center, Modesto High School, and Downey High School. Two TRIO/Upward Bound (UB) grant programs make up the second and third component of the Pre-College Program. UB assists low-income and/or first generation college students by providing them with the academic support to succeed in higher education. The program serves 125 students from Patterson, Riverbank, Modesto, Davis, Johansen and Ceres High Schools. The Pre-College Program has successfully created an avenue for 7th – 12th grade students to be able to connect with college services at an early stage in their academic goals. Participants are provided the opportunity to access an array of support programs that allow them to establish themselves as college students before enrolling. TRIO/Student Support Services Program: The TRIO/Student Support Services Program is an intensive transfer program designed to empower low-income and first-generation college students to obtain the skills and knowledge to persist, graduate, and/or transfer to four-year institutions. The program promotes and contributes to student success by improving the academic performance of students enrolled at Modesto Junior College and preparing them to transfer to a four-year college or university. Support services are provided to program participants to facilitate success. Services offered include personal, academic, and career counseling; academic and career workshops; college campus visits and cultural events; priority registration; financial aid and scholarship assistance; grant aid; and assistance in applying to four-year colleges. The TRIO Student Support Services program is a federally funded program through the Department of Education. Program information can be obtained at: Tutoring Center: The Tutoring Center is comprised of two components: Tutoring and Supplemental Instruction. The Center provides academic support resources intended to expand and enhance the educational experience of students. The student is not a passive recipient of services, but an independent, competent, and confident learner. Services are not a substitute for regular class attendance or emergency preparation for quizzes, midterms, or final exams. Tutors do not in any manner replace, reproduce, or assume the role of the instructor, but supplement
instruction by engaging in a collaborative learning process. Services are rendered in either one-on-one, (individual tutoring), group (two or more students in one session), or in a drop-in (drop-in tutors in the area of math, English, and science are readily available) setting. The Center provides tutoring services to students enrolled in below-college-level course work in the areas of English, ESL, math and reading. Tutoring is offered for college-level courses in 37 disciplines (including math, English, chemistry, history, economics, anatomy and physiology) at no cost to students. Computers with internet access are available for research. A Tutoring Center is located on both East and West Campuses for easy access and convenience to students. [Ref. IIB-19].

- **Veterans Services:** The MJC Office of Veterans Services provides assistance to students completing and filing VA claim forms for federal and state education assistance programs and with the MJC application and registration process. MJC awards priority registration to veterans. MJC grants credit to veterans and reservists for service and training completed in the armed forces. Three units of health education credit and two units of physical education credit will be granted for verified service. Credit for military schools will be granted based on the recommendation in the “Guide to the Evaluation of Educational Experiences in the Armed Services.” [Ref. IIB-65] The college offers an online orientation to veterans. The Office of Veterans Services is located on the East Campus [Ref. IIB-20].

- **Welcome Center:** The Welcome Center is located on the East Campus. It provides college information throughout the year by distributing brochures, pamphlets, and literature describing MJC programs and services. The Welcome Center also offers information and referrals to students regarding campus policies, activities, services, and events, as well as assistance for new students with registration and orientation. Charged with bringing information about MJC to the local high schools and community, MJC’s outreach program is housed within the Welcome Center [Ref. IIB-66].

**Self Evaluation**

The college meets the Standard. The college provides appropriate, comprehensive, and reliable services to students at the East and West Campuses. Some services are located on only one campus, while others are offered at both sites. Free transportation is available to all students between the East and West Campuses, simplifying access to services. Completion of the East Campus Student Services Building will centralize many student support services in one location. The college has insufficient resources to fully duplicate services on both campuses. Those services that are primarily located on one campus will open duplicate operations at critical enrollment periods on both campuses to improve student access. These peak period procedures will help the college deliver support services to students in the most efficient and effective manner without negatively affecting resource utilization.

For those students who are not able to come to the campus for various reasons, MJC Student Services are also available to students online. For example, forms can be downloaded, relevant information can be located, and online advising can be utilized by accessing the MJC website and going to the direct student services link. All students are provided school e-mail addresses, further enabling communication between campus representatives and students. An online orientation is offered to veterans, and an online orientation for the general student population is in the final stages of editing. In addition to regular business hours, the college also offers support services during evening hours one day a week during the fall and spring semesters. During the first week of every semester, all college offices remain open until 7:00 p.m.

MJC has also developed partnerships with local agencies that support student success. For example, the Health Services Department offers mental health services on a contractual basis to students through Sierra Vista Child and Family Services or the Center for Human Services. The majority of the cost for this service is absorbed by the college with students paying a $5.00 co-payment. This allows students to seek the extended support that they may need to be successful as students.
MJC administered a *Campus Climate Survey* in the Spring of 2010 [Ref. IIB-30]. One component of the survey addresses student support services’ identification of the needs of students and enhancement of supportive learning environments, regardless of location. Student Services received a favorable rate of 70.2 percent indicating strong support. (Source: *Campus Climate Survey Spring 2010*).

Analysis of several key indicators suggests a need for improved coordination and centralized delivery of tutorial, supplemental instruction, and skill-specific (i.e. math and writing) assistance to students. According to the Accountability Reporting for the Community Colleges (ARCC) data, the successful course completion rate for basic skills classes is 57.7 percent; the College Student Success Task Force has established a goal of improving this success rate by three percentage points over the next five years [Ref. IIB-67]. Further, results of the *Spring 2009 Community College Survey of Student Engagement* were indicative of comparatively low utilization rates and low-to-moderate satisfaction rates with regard to the math and writing labs, which are currently located at different campus locations [Ref. IIB-31]. Based in part on these data, a decision has been made to consolidate the college’s writing, math, and tutorial labs into an Integrated Learning Resource Center as an integral component of the East Campus Library renovation project to be funded by Measure E. Similarly, an Integrated Learning Resource Center is also being planned for the West Campus in the space currently occupied by the West Campus Library facility. By providing students access to centrally located and fully staffed Integrated Learning Resource Centers on both campuses as key components to an overall student success strategy, it is anticipated that significant increases in student utilization of these services, successful course completion rates, and student retention can be achieved. Following completion of these projects in Spring 2013, a comprehensive assessment of improvements in student success indicators, including re-administration of the CCSSE survey, analysis of ARCC data pertaining to successful course completion in basic skills classes, and assessment of achievement of benchmarks for student retention and success will be conducted.

**Planning Agenda**

The college will continue with its plan to implement Integrated Learning Resource Centers on both the East and West Campuses, and the college will assess the effectiveness of this initiative during the 2013-14 academic year.

**Standard II.B.3.b**

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**Descriptive Summary**

Modesto Junior College actively promotes personal and civic responsibility throughout its campus environment, in its academic course work, and within student activities and campus life. The Office of Student Development and Campus Life [Ref. IIB-68] oversees the Associated Students of MJC (ASMJC) [Ref. IIB-69] and provides the coordination of over 20 different student clubs that offer students the opportunity to explore academic achievement, careers, political perspectives, religious interests, civic engagement, and other activities that provide personal development opportunities for students and supplement their academic courses [Ref. IIB-68]. The college is committed to providing student leadership opportunities for students to be involved in campus discussions and committees that play a vital role in the college's decision-making process. The Director of Student Development and Campus Life worked directly with ASMJC to identify student representation for various committees and work groups, including accreditation writing teams, employee selection committees, the Accreditation/Institutional Effectiveness Committee, and the Planning and Budget Committee. Unfortunately, the Director’s position was eliminated as part of the college’s budget reduction plan in 2011.

MJC sponsors annual institutionalized events that focus on intellectual, aesthetic, and personal development for its students and within the campus community. This is evidenced by the activities of
the Civic Engagement Project (CEP) [Ref. IIB-70], which promotes responsible social stewardship as a primary value in higher education. The program is a joint venture between the Yosemite Community College District, Associated Students (ASMJC), and the League of Women Voters of Modesto. The CEP focuses on four specific areas of interest in which both students and staff are exposed to intellectual, aesthetic, and personal development. The four specific areas of interest are a film and lecture series that focuses on social issues, environmental advocacy, multi-cultural education, and voter education.

The college has placed a strong emphasis on creating an environment that supplements instruction by sponsoring campus events that strengthen intellectual and personal development.

- Project Green, an important component of the CEP, addresses environmental interests. Project Green creates awareness and opportunities for MJC students, staff, and faculty to address environmental issues. The project includes, but is not limited to, advocacy for the operation of MJC as a sustainable model of energy and materials use. Presently, the primary focus is to reduce, reuse, and recycle all aspects of waste flow and to create a consciousness among community members of the positive effects such activities will have on the environment.

- The Hispanic Education Conference (HEC), an annual event for over 26 years, is coordinated by MJC staff, volunteers, and community leaders. Each year the HEC committee has been able to bring guest speakers and community role models that provide career workshops for MJC students and local high school students. Over 1500 participants are able to explore careers and the benefits of higher education.

- The African American Education Conference provides leadership and learning opportunities for the area’s youth with an emphasis on promoting higher education. It is staffed by college and community members and brings over 200 junior and senior high school students to campus.

Individual instructional divisions and departments work together to coordinate activities specific to their programs’ course work to strengthen the academic experience for students. Such activities include but are not limited to the Modesto Area Partners in Science (MAPS) community events, student recitals and performances, Future Farmers of America (FFA) projects and events, poetry readings, and art exhibitions. Each academic division works diligently to provide MJC students with opportunities for learning outside of the classroom. The Office of the President provides staffing to oversee and coordinate the calendar of events that are sponsored by each department throughout the academic year.

**Self Evaluation**

The college meets the Standard. The college successfully provides an environment focused on civic engagement and intellectual, aesthetic, and personal development beyond the classroom. There is a structured system in place, via the Office of Student Development and Campus Life, for students to be engaged with the college. MJC has established opportunities for students to involve themselves in student government, clubs, and college decision-making committees. These programs are evaluated by participants for continuous improvement. Most recently, program sponsors have been asked to conduct outcomes assessment of all program-related activities. Committees oversee sponsored events and program planning. Committee members plan, coordinate, and evaluate the events by reviewing student feedback.

The Office of Student Development and Campus Life assesses Service Area Outcomes (SAO) and directly reports results to the Office of Student Services. It conducts its program review process within the same parameters as each Student Services unit, which is part of the college’s strategic planning process. Student satisfaction surveys and college climate surveys have been conducted and provide positive feedback on the college’s effort to support student learning (85.6%) and create an environment that encourages personal and civic responsibility (73.3%).
Planning Agenda

The college needs to identify an individual or individuals to assume the responsibility of providing leadership and direction to the Associated Students of Modesto Junior College for Fall 2011.

Standard II.B.3.c

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Modesto Junior College’s counseling program provides comprehensive counseling for the student population. The college has seventeen full-time general counselors; two full-time counselors are assigned to the Office of Student Success (one full-time counselor in TRIO and one for First Year Experience), one counselor is assigned to the International Student Program, and one counselor is assigned to the Basic Skills Program. Of the remaining 13 full-time counselors, one is assigned to the West Campus, one is 100 percent assigned to the Transfer Center and one is 60 percent assigned to teach study skills. In addition, there are four full-time counselors in Extended Opportunity Programs and Services (EOP&S), and one full-time counselor in Disability Services Programs and Services (DSPS.) The college has three part-time counselors in the CalWORKS program.

The Counseling Center is open for operation Monday through Friday from 8:00 a.m. - 5:00 p.m., with extended hours until 7:00 p.m. on Tuesdays for evening walk-ins. Students can make fifty-minute appointments to meet with a counselor, and/or they can come in on a walk-in basis to have quick questions answered. Online advising is also offered to students as a way to address students’ questions [Ref. IIB-7].

Specialized counseling and advising services are also available to serve the needs of the college’s special populations. EOP&S provides counseling for educationally disadvantaged and low-income students. DSPS provides counselors for students with disabilities. CARE provides counselors for single parents who receive TANF cash aid. CalWORKs provides counselors for students moving from welfare to work. There is one full-time counselor for basic skills students, as well as a full-time counselor assessment and labor market research. The counselors are able to refer students to take the Myers-Briggs Type Indicator and the Strong Interest Inventory through the Career Development and Transfer Center, to be used as an aid in self-exploration. Eureka is used as a resource for researching occupations.

- Personal counseling, which assists students with issues outside of academia that may be affecting student learning. Referrals can be made to outside agencies (Sierra Vista Child and Family Services or the Center for Human Services) for continued mental health counseling when needed. The college has a Memorandum of Understanding with both of these agencies that allows students to have eight sessions for the cost of five dollars per session [Ref. IIB-59].

- Crisis counseling, which assists students who are in need of immediate intervention for crisis situations. The Crisis Response Team is a committee consisting of several counselors and other members of the campus community that meets once a month to discuss current situations of concern and appropriate approaches to handling crises. These members are often the first to meet with and help a student through a crisis.

The following counseling services are provided to all students:

- Academic counseling, which assists students in the development of educational plans for their educational goals of earning a certificate or an Associate degree or preparing to transfer to a four-year college or university.

- Career counseling, which assists students in the development of career goals through self-
for the International Student Program. One of the full-time general counselors is located in the Career Development and Transfer Center and specializes in career and transfer guidance. TRIO Student Support Services provides counseling services to first-generation and/or low-income students. Counselors are also available for Spanish-speaking students and for speakers of other languages as well.

All students are encouraged to take a guidance course during their first semester to ensure early development of an educational plan that supports their academic goals. There are several different guidance courses offered that students can choose from to best match their situations. These choices include Educational Planning, Career Awareness, Job Hunting Skills, Orientation for Re-entry Adults, Success Strategies for Transfer Studies, and International Student New American Focus.

Counselors hold different roles on campus and participate in different groups, and they meet regularly to facilitate communication among the counselors and throughout the campus community. Every counselor acts as a liaison to different academic divisions on the campus, as well as to various local high schools. Counselors also participate in various campus committees, such as Curriculum Committee, Petitions Committee, Financial Aid Appeals Committee, Crisis Committee, Orientation Committee, and the Academic Senate.

A program review of Counseling is performed every three years. The last one was completed in 2008-09, with an addendum completed in 2009-10 and 2010-11. Each program review and addendum includes the development of SLOs for the program. The service program SLO is identified as, “given guidance and counseling, students will develop an educational plan as evidenced by a review of student records.” [Ref. IIB-71] The instructional SLO developed for the guidance courses was identified as, “students will develop an accurate educational plan based on the student’s educational goal.” Scanned educational plans were recently pulled and assessed for the Spring 2008 and Fall 2008 semesters. An online survey was conducted in May 2008 by the Vice President of Student Services with responses from about 2,000 students. Following are the results of students who responded as ‘agree’ or ‘strongly agree’ regarding satisfaction with the counseling services on campus: Office Hours- 81 percent, Timely Service- 80%, Clear/Easy Procedures- 87%, Helpful/Friendly staff- 86%, Clear Material- 87%, Trained/ Knowledgeable Staff- 82%, and Help Toward Success- 81%. All indicated satisfaction above the campus standard of 75%. There were areas noted as needing improvement, including the wait time to make an appointment and availability of counselors during busy times. The college recognizes the need to reduce the counselor to student ratio from the current 1:1,580 level. According to the Carnegie Report, the national recommended ratio is 1:300, not to exceed 1:500. In the Consultation Council Task Force on Counseling in 2003, the Academic Senate for California Community Colleges recommended a ratio of 1:370. While acknowledging these recommended ratios for planning and hiring prioritization, the college cannot hire more counselors at this time. Until the college is able to get closer to the recommended ratios, the institution will continue to offer comprehensive student services with current resources.

All tenure-track counselors are evaluated twice per year for the first two years of employment, once per year during the third and fourth years of employment, and every three years thereafter. The evaluation includes peer observation in an appointment and in the classroom and a study survey. All counselors hold Master’s or Doctoral degrees in counseling-related disciplines. New tenure-track counselors are mentored by a tenured counselor through their first year of employment. All new adjunct counselors are required to attend a five-hour training session followed by ten to twenty hours of shadowing a full-time counselor during appointments and walk-ins.

Technology has been increasingly used to help improve counseling effectiveness. The SARS Grid, an appointment-scheduling and service-tracking system, is one technological component that supports counseling. Eureka is a software program that counselors can use with students to help with researching occupation options. ASSIST is a statewide articulation management system that counselors can use to help students identify classes needed for transfer to the CSU or UC system. Educational plans are electronically scanned and indexed for future use. Students are able to have further access
to counselors and information through the online advising and guidance courses.

Self-Evaluation

The college meets the Standard. Counseling at MJC provides service to a wide range of the student population. Services are offered on both campuses by means of fifty-minute appointments, as well as on a year-round, walk-in basis. Students can receive academic advising and career and personal counseling. Evening hours for walk-ins are available one day per week. Counselors also teach guidance courses, which cover a variety of subjects, to help students in developing their educational goals.

Technology is used in a variety of ways to aid students in their academic success. Resources for students include online advising, online guidance courses, Eureka software for career research, and electronically scanned educational plans. The Counseling section of the website has been updated to include additional information, such as virtual pamphlets about various personal issues, information about community services, and suggestions for career exploration. Beginning in spring 2010, a counselor has been available at a booth inside of the Student Center for quick assistance, such as help in finding a class or looking up a class status on the website.

Program review is completed every three years with the last one completed in 2008-09. In the past program review reports, the counseling staff developed a Student Learning Outcome of ensuring that all students who complete a guidance course will have an accurate educational plan on file. Scanned educational plans were reviewed and showed that, in fall 2008, 81% of the students who had completed the course had educational plans on file, and, in Spring 2009, 73% had educational plans on file. This information was studied for possible variables that may have affected the results and changes were made in the Counseling Center based on the findings.

On a college-wide basis, the number of students completing Student Educational Plans (SEP) increased from 7,697 in 2007-08 to 9,563 in 2009-10; this represents an increase from 40% to 49% in terms of the number of students with SEP completed. The fact that both student retention and successful course completion rates increased during this same period, with the former increasing from 81.2% in Fall 2007 to 83.2% in Fall 2009 and the latter increasing from 62.7 to 63.5%, supports the assumption that a positive correlation exists between SEP completion and student success. While the college keeps track of the number of students who complete SEPs, it has yet to establish goals for increasing the number and percentage of students who complete education plans. In light of the evidence that SEP completion promotes student success, these targets should be established and action plans designed and implemented.

According to the results from the online satisfaction survey that was conducted in May 2008 by the Vice President of Student Services, Counseling scored above the campus standard of 75% in all areas measured. The specific results are outlined above in Standard II B.3.c. The areas that indicate need for improvement, including wait time for an appointment and increasing hours for more access, would require reducing the counselor to student ratio.

Planning Agenda

The college will establish goals and targets for increasing both the overall number of students who complete Student Educational Plans and the percentage of students with an informed educational goal of transferring or completing a degree or certificate who do so. The college will devise and implement strategies for reaching these objectives. Further, the college will take steps to ensure that all students completing a guidance course have accurate educational plans on file.

Standard II.B.3.d

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.
Descriptive Summary

Modesto Junior College is committed to designing and maintaining programs, practices, and services that support and enhance student understanding and appreciation of diversity. The college’s Strategic Plan, Goal 9, Objective 9.2, provides the general guidance for implementation and evaluation of student learning programs and services that promote diversity. The college has also been recognized as a Hispanic Serving Institution by facilitating programs that support diverse students and creating practices that enhance student understanding and appreciation of diversity [Ref. IIB-72]. The non-discriminatory district board policy 5510- Non-Discrimination (Equal Opportunity), “...which affirms its commitment to equality of opportunity for all individuals,” guides this process. In addition, this commitment requires that “…no discrimination shall occur regarding admission or access to, or treatment or employment in, any programs or activity in the college on the basis of ethnic group identification, religion, age, sex, sexual orientation, color, physical or mental disability, or lack of English language skills.” [Ref. IIB-73]

MJC affirms this belief through its vision and mission statement which “…challenges all students to become successful, through innovative instructional and support programs…” and by becoming “…lifelong learners who strengthen their community in a diverse and changing world.” One of MJC’s core values is inclusiveness, which celebrates each individual’s uniqueness through commonalities and differences. [Ref. IIB-74] The mission and values also encourage “…open communication, ongoing collaboration and the free exchange of ideas with all.”

Self Evaluation

The college meets the Standard. MJC develops student clubs through the Student Development and Campus Life Office in response to student interest in diverse issues. The 25 established campus clubs range in interest from sports and performing arts to multicultural concerns, such as the International Club, M.E.CH.A., Black Student Union, and Fateh Bhangra Crew, to the Student Environmentalist Organization.

In order to be fully inclusive of all students, comprehensive services are provided at both the East and West Campuses. The self-governing body of the Associated Students of MJC (ASMJC) directs extracurricular activities under the supervision of the Director of Student Development and Campus Life Staff. ASMJC was also established in order to enhance sound student government and citizenship; express the general will of the students; further cooperation with administration, staff, community, and other educational institutions; and create and maintain adequate scholastic, social, cultural, and political activities in the furtherance of student welfare. This past year, student clubs hosted approximately 87 extracurricular activities that enhanced student life outside of the classroom. Examples of activities that promoted diversity were the Pow Wow, Cesar Chavez Day, Martin Luther King Day, The African-American Education Conference, and Welcome Back Hospitality Booths. The effectiveness of services and/or activities is measured against the student activities outcomes to increase student engagement and improve overall student success. The tools that were used as measurement were self-assessment observation sheets, activity sheets, and the Community College Survey of Student Engagement.

The college also promotes an appreciation of diversity on campus by supporting the Civic Engagement Project, which is a joint venture between the Yosemite Community College District, ASMJC, and the League of Women Voters of Modesto. One of the four areas of interest of the CEP is multicultural education. The CEP is dedicated to bringing faculty, staff, students, and members of the community together by creating opportunities to educate, unite, and empower. Its purpose is to develop the awareness, knowledge, and skills that promote respect for diversity at MJC and within the community. A sample of last year’s events include the hosting of a film that captures the historical and personal perspective of a Laotian immigrant family in the United States, a symposium on Haiti, a lecture on unemployment in Stanislaus County, and various on-campus activities, such as a celebration of Earth Day, The Hispanic Education Conference, and the Pow Wow: A Celebration of Native-American Heritage.
There are many programs that reflect MJC’s commitment to understanding and appreciation of diversity by providing support services to the different populations it serves. One such program is the International Student Program. This program serves to provide legal, academic, and personal support to enable international students to achieve their academic and personal goals. In addition, the International Student Program functions as the liaison between the college and United States government agencies. The service area outcomes are assessed through the evidence of maintenance of F-1 status by the students.

Other programs, such as Extended Opportunity Programs & Services (EOP&S) and Disabilities Program (DSPS), serve to support student success by helping students feel included, appreciated, and understood. These programs serve low-income and/or academically disadvantaged students. All program staff work to ensure that all program participants fulfill the student learning outcomes by completing a financial aid application, having an educational plan on file, and utilizing services provided by the program, which include but are not limited to cultural events, academic advising, and assistance with applying to four-year colleges. All students complete pre- and post-surveys that evaluate the services provided by the program and measure the degree of achievement of learning outcomes. Students ranked services in the 90th percentile for satisfaction with office hours, timely services, clear and easy procedures, helpful friendly staff, clear materials, trained/knowledgeable staff, and help towards student success.

As part of serving a diverse community population, the Office of the Pre-College programs—which specifically oversees three TRIO Programs, Educational Talent Search (ETS), and two Upward Bound (UB) programs—serves to incorporate services into the neighboring community high schools. Along with the MJC outreach and financial aid programs, the Pre-College TRIO programs serve as liaisons to neighboring schools in order to provide college application workshops in both English and Spanish in the fall and the spring. The financial aid workshops are also aligned in a similar format, and parents are encouraged to attend in order to better assist high school seniors. These activities are aligned with the programs’ SAOs, which call for helping students review the college enrollment process and to assemble and submit financial aid forms. This past year, 98% of the high school seniors who participated in the programs filled out a college application and a financial aid application, and 85% will be enrolling in a post-secondary institution of their choice. All program outcomes are measured against the annual performance report submitted to the Department of Education [Ref. IIB-75].

In an effort to include all students through the pathways to success, MJC recognizes that students with disabilities have the right to equal opportunity for education and that pursuing this right may present unique needs that must be accommodated. In order to meet such needs, an ADA/Section 504 Coordinator has been designated to organize and carry out access requirements of the American with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. Students who are receiving services are also encouraged to participate in the Students with All Abilities student club and the Sign Language Club. Both of these clubs sponsor numerous social and cultural/educational activities on campus.

**Planning Agenda**

The college has recently received a Title 5 Hispanic Serving Institution grant that includes a component to support multicultural and diversity initiatives on campus. A Staff Development Diversity Advisory Committee, which falls under the direction of the Civic Engagement Project, will institutionalize diversity programs, practices, and services that support the appreciation of diversity.

**Standard II.B.3.e**

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

**Descriptive Summary**

The college uses the following assessment
instruments to assist with placement in English, English-as-a-Second Language, and math courses:
- Math Diagnostic Test of Proficiency, 4 levels
- Accuplacer - English and Reading
- Combined English Language Skills Assessment

These assessment instruments are on the List of Approved Assessment Instruments (Title 5. 55521(a) and are all used to place students in math, English, or ESL (Title 5. 55521(b). They have all been validated for appropriate cut scores, disproportionate impact, and content validity (i)

As assessment instruments are adopted, validity studies on cultural bias and sensitivity, content validity, and cut score determination are performed to determine if the instrument is viable for the intended curriculum. Continued and periodic validation studies occur approximately every six years. These follow-up studies include appropriateness of cut scores and disproportionate impact (Matriculation Research; Assessment Validation Studies: Math, English, ESL/Other: Disproportionate Impact, 2008-09.) [Ref. IIB-76] [Ref. IIB-77]

Faculty members are involved in placement practices and consider alignment of courses when making curriculum changes or when developing new courses. Faculty members follow the requirements of the District Model Policy on Prerequisite Validation when establishing or renewing prerequisites and co-requisites at the Curriculum Committee. Courses must be reviewed and approved every five years.

Continued and periodic validation studies occur approximately every five years when courses are periodically reviewed through the Curriculum process. The MJC Research and Planning Office provides data on successful course completion rates; this data can also trigger a curriculum or placement review as course success rates improve or fall. [Ref. IIB-78]

Self Evaluation

The college meets the Standard. Several factors have contributed to recent improvements in the placement process. First, faculty and research staff have become more involved; second, faculty have increased their level of understanding that an effective placement process requires a thorough review of the curriculum as well as data analysis; and finally, the college has hired a Research Analyst who understands the validation process and is able to work effectively with faculty. As a result of these developments, the relationship between placement practices and classroom success has been effectively strengthened.

In 2009-10, the faculty of the English-as-a-Second Language (ESL) Department met as a group to discuss the effectiveness of the current ESL placement process and the possibility of implementing an assessment for their non-credit ESL course sequence and changing the instrument used for credit ESL. Staff from the Matriculation Department and the Research and Planning Office worked with ESL faculty to create a process of test selection that met Title 5 requirements. The ESL faculty also studied the alignment of their non-credit ESL classes, which suggested a review of the alignment of their credit ESL classes. The college uses the Accuplacer ESL assessment instrument for placement in credit ESL classes.

A thorough content validity study of the Accuplacer ESL assessment instrument and the Comprehensive Adult Student Assessment Systems (CASAS) assessment instrument suggests that both tests should be administered. The decision regarding the assessment process was based on data provided by the Research Office regarding student success and failure rates in all levels of ESL courses and in the lowest level of English composition, on informed faculty perceptions, on student perception, and only after an extensive, in-depth review of curriculum alignment.

Math faculty regularly review their student success rates and their assessment processes [Ref. IIB-79] [Ref. IIB-80]. During Fall 2010, math faculty and the research and matriculation offices embarked on the adoption of Accuplacer Math to further improve math placements, which will eventually improve student success rates in their math courses.

Student Services has worked to increase the number of students who test annually. Student Services systematically provides assessment information to continuing—as well as new and returning—students. A college-provided student email system has been implemented, and during the admissions process,
students are encouraged to activate their accounts. The college is able to communicate regularly with students who activate their email accounts. Offices involved in enrollment—including Admissions, the Welcome Center (Orientation/Advising), and the Testing Center—regularly review information sent to students and work to improve messages. This practice has contributed to the increased number of students who complete assessment, as shown in the following table:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>2009/10</th>
<th>2006/07</th>
<th>2005/06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Assessments</td>
<td>8,512</td>
<td>6,612</td>
<td>2,970</td>
</tr>
<tr>
<td>English Assessments</td>
<td>7,283</td>
<td>6,542</td>
<td>5,153</td>
</tr>
<tr>
<td>Reading Assessments</td>
<td>7,389</td>
<td>6,703</td>
<td>5,158</td>
</tr>
<tr>
<td>ESL Assessments</td>
<td>316</td>
<td>388</td>
<td>NR</td>
</tr>
</tbody>
</table>

Source: CCC Data Mart/Assessment [Ref. IIB-81]

Planning Agenda

None.

Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The privacy of student records is mandated by the Family Educational Rights and Privacy Act (FERPA) and is enforced by the federal Department of Education. YCCD Board Policy 5040 - Student Records, Directory Information and Privacy, responds to the FERPA regulations and advises the college on the definition of student records as well as guidelines for releasing student records [Ref. IIB-82].

Student Records and Privacy Act

The Modesto Junior College Catalog describes for students, faculty, and staff:
- Academic Records Regulations (notify the faculty and staff of their responsibilities for maintaining the privacy of student records)
- The Student Records and Privacy Act (explains to students their rights with regard to inspecting and accessing their records)
- Disclosure of Student Records (explains to faculty, staff, and students under what specific circumstances the college may disclose information)

The Faculty Enrollment Handbook, provided annually by the Admissions and Records Office, provides faculty with information concerning the privacy of student records [Ref. IIB-83].

Student Services staff members are well-trained regarding the privacy of student records. Staff development workshops pertaining to managing the privacy of student records have been offered for classified staff and administrators. These comprehensive workshops provide an in-depth overview of FERPA regulations, and these workshops also provide case studies that emphasize real situations encountered on a daily basis.

The Maintenance, Retention, and Destruction of Student Records: Modesto Junior College Admissions and Records maintains student records according to the Records Retention and Destruction of Records guidelines outlined in the Requirements of the California Community College Attendance Accounting Manual [Ref. IIB-84] and Yosemite Community College District Policy 2300 [Ref. IIB-85].

The Attendance Accounting Manual, published by the California Community Colleges, serves as the guideline for the classification of records. Student records are classified as:
- Class 1 – Permanent Records
- Class 2 – Optional Records
- Class 3 – Disposable Records

In Admissions and Records, staff classifies student records as either Class 1 (Permanent) or Class 3
Processes have been developed in each office whereby Class 1 documents are either scanned into the Matrix electronic filing system and permanently stored or are permanently stored in the cyberspace database; or are classified as Class 3 documents and maintained for three years and then shredded.

Not mentioned in the *Attendance Accounting Manual*, but of increasing concern for Admissions and Records Offices, is the reality that student records are now available in more than just a paper format and are stored in more than just a metal cabinet. Documents are available in the following formats:

- Matrix
- Paper
- Microfilm
- Microfiche
- Electronic (not referenced in the Attendance Accounting Manual)

These documents are now stored in the following ways:

- Physical document (paper) filed in Admission and Records File Cabinets
- Scanned document scanned into an electronic filing system called Matrix
- Electronic documents (such as admissions applications) are stored in an electronic database
- PiratesNet, the college’s web-based student portal

The electronically stored documents (Matrix) are accessible to faculty and staff who have security access. Each document is named, and each security class has access only to documents that have been approved for that security classification. The Dean of Matriculation, Admissions, and Records, the Admissions and Records Technician who supervises document scanning and indexing, and the Admissions and Records Technician who supervises the office where the scanning occurs determine security access levels for various staff needs.

An off-campus server stores the data to prevent loss of records in the event of an on-site disaster. Data is backed up daily. Should the Matrix system crash, the Information Technology Department, responsible for maintaining the server, has a back-up data process available that will restore the system. Information Technology recommended the purchase of the Matrix System because of its secure platform.

Class 1 documents are stored in the Admissions and Records office where only staff have access to them. Class 3 documents are stored in offices or in other locations on campus for at least three years and are then shredded. By September 2011, Student Services will open a new Student Services Building. It is expected that with space available in this building as well as records maintaining the vault in Morris 105, Admissions and Records will be able to store all Class 3 documents in a secure environment.

The college has two sets of microfilm records, and they are stored in separate buildings on campus to ensure preservation in case of an emergency. One set is stored in a fire-proof vault that has a sprinkler system, and the other set is stored in the Admissions Office. There is only one set of microfiche, and it too is stored in the vault. The Admissions and Records strategic plan includes a plan to store both microfilm and microfiche on Matrix; however, there is not funding for this conversion at this time.

Information Technology makes the following assessment of the database in cyberspace:

**Datatel:** The college and district use the Datatel system for all of its applications from student to finance. All student demographic data and academic data are stored in a secure environment. Only staff members whose job duties require access to student records are allowed access to screens that contain this information. Security classifications are carefully determined by job classification. When users log in to the system, their credentials are checked against set up tables that define the security privileges assigned to the employee. In addition, unless a staff member needs access to a student’s social security number, it is blocked from the screen. All information (rollbooks, rosters, etc.) for faculty are printed with the student’s Datatel identification number, not the social security number.

**PiratesNet:** Students are able to access their unofficial transcripts and are able to register, add, and drop classes using our web system the PiratesNet. Privacy is protected because students use their Datatel identification number and a self-created password.
There is at least one evident concern associated with the security of this system. The system allows for students who have forgotten their passwords to phone the help desk and have their password re-set to their birthdate. Then, students can access their records if they have their social security numbers. Over the past eight years, there have only been three or four students who have expressed concerns regarding the security of their accounts, and those breaches may have been the result of shared passwords. In these situations, the student’s log-in was changed so that only the student could access the password.

Self Evaluation

The college meets the standard. FERPA workshops, while effective, are not offered on a regular basis. Student Services should provide annual workshops concerning the privacy of student records, and all staff and faculty should be required to attend.

Of increasing concern for Admissions and Records Office staff is that student records are now available in more than a paper format and are stored in more than a metal cabinet.

The electronically stored documents Matrix are accessible only to faculty and staff who have security to access them. Each document is named and each security class has access only to documents that have been approved for that security classification. The determination as to which staff shall have security to access Matrix documents is made by the administrator who is responsible for the documents. Each office controls its own scanning and indexing processes.

An off-campus server stores the data to prevent loss of records in the event of an on-site disaster. Data is backed up daily. Should the electronic system crash, the Information Technology Department is responsible to restore the data. Since the Records Office maintains scanned (the physical document) documents for a period of one year before destroying, they are available for re-scanning and indexing should a back-up problem occur. Our Information Technology Department recommended the purchase of Matrix because of its secure platform.

The Admissions and Records strategic plan includes a plan to store both microfilm and microfiche electronically in Matrix; however, there is not adequate funding for this conversion activity at this time. The college must allocate resources as soon as possible to provide for the storage of microfilm and microfiche electronically. Although we have two sets of microfilm, the college only has one set of microfiche, and that set is stored in the Records Office vault, which has not been determined to be fireproof. Additionally, the equipment used to retrieve microfilm and microfiche are antiquated and service and replacement parts are no longer available. Thus, the college may one day lose the ability to retrieve these records.

The district Datatel Steering Committee should discuss all methods of data storage. A thorough discussion of storage, access, and back-up should take place as soon as possible, and a regular process of review should be put in place.

The Datatel log-in needs to be reviewed, and steps need to be taken to maintain student privacy.

Planning Agenda

The college will formulate an action plan to address the security and data storage and retrieval concerns identified in the preceding section.

Standard II.B.4

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

Descriptive Summary

Modesto Junior College Student Services provides for systematic review of its services through annual assessment, program review, and resource allocation. These campus-wide processes integrate
student services Service Area Outcomes (SAO), instructional Student Learning Outcomes (SLO), and Administrative Unit Outcomes (AUO) in order to collaboratively address student needs [Ref. IIB-87].

A task force consisting of support staff, counseling faculty, and administrators created the program review process for student services that incorporated the college Strategic Plan and resource allocation. During the 2007-08 academic year, all service areas completed a program review addressing unit-specific objectives and seven service area outcomes, which were identical for all units. A survey was created for service area outcomes, which incorporated key improvement areas highlighted from the 2006 Community College Survey of Student Engagement (CCSSE) [Ref. IIB-86]. Data for service area outcomes was collected from the electronic survey and point-of-service surveys according to specific timelines. The task force agreed on the following components for the student services program review process:

• Self assessment from unit staff
• Satisfaction rating and comments from students
• Satisfaction rating and comments from campus faculty, support staff, and administrators
• Incorporation of the results for areas identified in the CCSSE
• Inclusion of the Student Learning Outcomes

The 2008 Student Services program review addressed the seven Service Area Outcomes [Ref. IIB-87]. Results of the on-line and point-of-service surveys, as well as staff self-assessments for service area outcomes were collected and analyzed, and improvement areas were identified. Department-specific action plans were developed, which aligned with the college Strategic Plan and resource allocation processes. Units created goals and objectives according to a four-year cyclical process designed for continuous improvement. Results of unit-specific objectives were reported in the next review period.

During the 2009-10 academic year, MJC’s Accreditation/Institutional Effectiveness (AIE) committee restructured its assessment and program review process. This restructure allowed Student Services to move towards an annual improvement model with regular reviews by the student services Assessment Work Group representative, Unit Manager, Assessment Work Group, Program Review Work Group, Vice-President of Student Services, Planning and Budget Committee, and college President. Results were disseminated in unit forums as well as on the college website.

Self Evaluation

The college meets the Standard. Modesto Junior College has made considerable progress in assessing student support services in recent years. The college’s student support services operations use a program review process which includes direct point-of-service surveys, online questionnaires, and campus-wide staff surveys to assess services for improvement purposes. Data analysis was facilitated through the college’s Office of Research and Planning. This evaluation process is directly linked to service area outcomes and is intended to be administered every four years. Continuous student services program development and improvement is driven by program review data collection and analysis. The most recent program review process indicates that students, faculty, and staff believe the services offered are strong and comprehensive. In the majority of categories, students and faculty/staff provided approval ratings that exceeded the internal standard of 75 percent.

While qualitative assessment measures, such as staff self-assessments and student satisfaction surveys, constitute significant improvements over past practice, there is a need to assess the effect of utilization of student support services on student success using quantitative measures. Specifically, Student Learning and Service Area Outcomes for student support programs need to incorporate analysis of the quantitative relationship between program participation and measurable improvements in student success in comparison with similar groups of students who do not utilize programs. For example, the grade point averages of active participants in ASMJC can be compared to the overall student GPA. Similarly, data comparing retention, persistence, and successful course completion rates of participants and non-participants in student support programs can be collected and analyzed. Conducting analyses of this nature will contribute to data-driven planning that will benefit student learning and success.
Planning Agenda

Modesto Junior College will transition to an annual program review process for each student services department. The current multi-year cycle has been successful, but transitioning to an annual review will directly align Student Services with the college’s strategic planning process. Further, the college will strengthen its methods of assessing student learning and service area outcomes for student support programs by analyzing comparative grade point averages, successful course completion rates, and persistence and retention rates for program participants versus non-participants.
Standard IIB Evidence List

1. Yosemite Community College District Mission Statement
2. Modesto Junior College Mission Statement
3. Admissions and Records
4. California Work Opportunity and Responsibility to Kids (CalWORKs)
5. Career Development and Transfer Center (CDTC)
6. Cooperative Agencies Resources for Education Program (CARE)
7. Counseling Center
8. Disabled Student Program and Services (DSPS)
9. Evaluation Services
10. Extended Opportunities Programs & Services (EOP&S)
11. Health Services
12. International Student Program
13. Matriculation Services
14. Student Development and Campus Life
15. Student Financial Services
16. Testing and Assessment
17. TRIO Pre-College Programs
18. TRIO/Student Support Services
19. Tutoring Centers
20. Veterans Services
21. Office of the Vice President of Student Services
22. Student Area Outcomes (SAO)
23. Modesto Junior College, Strategic Plan, 2008-2013
24. Budget Planning and Program Review Process
25. Accreditation/Institutional Effectiveness (AIE) Committee
26. Planning and Budget Committee (PBC)
27. Student Services Mission (2011-2012 MJC Catalog, Pg. 48)
28. Student Services Program Review, May 2008
29. Student Services Performance Survey, May 2008
30. Modesto Junior College Climate Survey Analysis, Spring 2010
31. Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement (CCSSE), 2009
32. Yosemite Community College District Website
33. YCCD Board Policies and Procedures
34. Modesto Junior College Website
35. Help for Students Website
Standard IIB Evidence List

36. Modesto Junior College Catalog, 2011-2012
37. Student Services Program Review 2007-2008
38. Apply for Admissions Online
39. BlackBoard Login
40. College Forms
41. Computer Technical
42. Helpful Documentation
43. Helpdesk for Online Classes
44. Modesto Junior College, Student Handbook
45. Online Advising and Counseling
46. Online Classes
47. Online Learning Help
48. Online Registration
49. Online Registration Guide
50. PiratesNet
51. Register for Classes
52. Scholarships
53. Student Email
54. Student Email Help
55. Student Employment
56. Technology Support Email
57. Child Development Center
58. Guidance Courses
59. MOU with Vista Child and Family Services and Center for Human Services
60. Office of Student Success
61. Orientation and Advising
62. Student Loans
63. MJC Scholarship Program
64. TRIO/Student Support Services
65. “Guide to the Evaluation of Educational Experiences in the Armed Services”
66. Welcome Center
68. Student Development and Campus Life
69. Associated Students of MJC
70. Civic Engagement Project
Standard IIB Evidence List

71. Program Review 2008-2009 and Addendum (2009-2010) for Counseling
72. Modesto Junior College, Strategic Plan, 2008-2013 (Goal 9, Objective 9.2)
73. Board Policy 5510: Non-Discrimination (Equal Opportunity)
74. MJC Vision, Mission and Core Values
75. Student Services Program Review 2007-2008
76. Matriculation Research; Assessment Validation Studies: math, English, ESL/Other
77. Disproportionate Impact, 2008-09
78. MJC Research and Planning Office
79. Spring 2006 Math Analysis
80. Validation of New Math Cut Scores 2006
81. CCC Data Mart/Assessment
82. YCCD Board Policy 5040: Student Records, Directory Information and Privacy
83. Modesto Junior College Enrollment Guide for Faculty
84. California Community College Attendance Accounting Manual
85. YCCD Board Policy 2300: Public Records – Retention and Destruction
86. Analysis of the Community College Survey of Student Engagement (CCSSE), Executive Summary, Spring 2006
87. Student Services Service Area Outcomes
Standard II.C.
Library and Learning Support Services
II.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.

II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Modesto Junior College's library collection consists of approximately 52,000 print books, over 20,000 eBooks, 201 print periodical subscriptions [Ref. IIC-1], and in excess of 10,000 full-text periodicals accessed via 47 subscription databases containing magazines, journals, newspapers, and government documents. The majority of the collection has been acquired because it directly supports the curriculum [Ref. IIC-2]. It is sufficient to support both instructional and co-instructional activities at the college, and is well employed in these endeavors. Almost every database shows an increase in usage over the past five years [Ref. IIC-3]—an indication that students and faculty are utilizing the electronic resources.

The library systematically assesses the collection’s ability to meet the changing needs of the institution. In 2009, the librarians undertook a comprehensive review of the library collections in preparation for the Library’s renovation in 2012. Materials that were deemed outdated or unused are being withdrawn weekly. Even after this significant de-selection, 60 percent of the titles in the library still have publication dates before 2000 and approximately 22 percent were published after 2004 [Ref. IIC-4]. In addition to evaluating the collection for currency, the library is also evaluating the print periodicals collection for usage.

The quality of the college's instructional programs is also enhanced by the electronic resources developed and maintained by the library. The library’s website [Ref. IIC-5] provides students, staff, and faculty with round-the-clock access to the materials necessary for academic research. After authenticating via a proxy server, users can use the online MJC Catalog to search the library’s physical collection of books (both print and eBooks), videos, and periodicals, and access 47 periodical databases online. Additionally, users can access librarian-developed research guides that provide assistance and instruction.

In spring 2010, the library’s heavily-used reserve collection, consisting primarily of textbooks and videos, included 2588 items on East and 780 on West. In response to increasing student need for textbooks, the college bookstore has recently contributed a number of titles to the collection. Additionally, to further support instruction, the college President has directed that copies of textbooks required for the college’s most heavily enrolled courses be obtained and available to student for in-library reserve use. While 203 textbooks were purchased for the spring
The development of the library materials collection is an ongoing collaborative process at MJC. Collection development librarians are primarily responsible for purchasing and withdrawing library materials in collaboration with all other faculty librarians. The systems librarian maintains the online subscription databases and web-based learning and information resources. The instruction librarian serves on the curriculum committee, and ensures that the library holds materials necessary for student success in newly proposed courses and programs. Ultimately, all library faculty members provide input into the collections using selection tools such as professional library journals, publishers’ catalogs, online sources, instructor bibliographies, and faculty recommendations. Each librarian serves as a liaison to a different instructional division facilitating the incorporation of faculty expertise in the library selection/de-selection process.

Instructional programs are also supported by the library’s maintenance of 73 computers in two labs on East Campus that provide students access to all library resources, the Microsoft Office Suite, student email, and the Internet. Many computers within the labs also have course-related programs for disciplines including math, computer programming, criminal justice, accounting, and ESL. In addition to these computers, five laser printers (including a color laser printer) and two scanners are available to any MJC student for academic purposes. Two additional computers are equipped for and reserved for students with disabilities and include separate text enlarging units. Staff members from disability services assist with hardware and software needs to increase accessibility [Ref. IIC-6]. Additionally, four workstations near the reference desk are reserved for students accessing the online MJC Catalog or subscription databases, often while receiving help from a librarian, and four laptops are available in the stacks for accessing the online MJC Catalog. West Campus has 38 computers, (one of which includes screen-reading software), one Mac, three laser printers (one color), a scanner, and one disability station available for academic use of students.

Each campus’ Library also has equipment available to play movies (VHS or DVD) and the East Campus Library has a microfiche viewer for accessing old periodical backfiles. Wireless Internet access is available to students across both campuses and is heavily used in each library. All printing in the three labs is managed through the GoPrint cost-share printing system. Student use of computers is tracked with a positive attendance system.

In order to provide uninterrupted service, the library receives technical support for its instructional technology from the staff in the Media and Technology Services Department, which is responsible for supporting all college instructional technology needs. This department selects and installs hardware and software and maintains computers and media-related equipment throughout the college. The college and district technology committees engage in dialogue regarding the selection process, as do faculty who require students to use particular software. Media and Technology Services staff members ensure that selected software and equipment are compatible with that already present in the college system, meet minimum college standards, and can be maintained by their own technicians. Maintenance of the library’s technology is effectively managed with Track-It!—an intranet site that handles day-to-day support requests. Phone support is also available from a support desk on site. Computer lab staff members regularly submit a list of changes that need to be made to the lab computers via the Lab Maintenance Request intranet site. Lab maintenance includes, but not limited to the installation or removal of applications, desktop icons, desktop screens. Staff in the Library’s computer labs, as well as student workers, are always available to assist students. They also assist in the configuration of students’ personal computers to access the district’s wireless internet connection. Computers are currently replaced on a four-year cycle.

Furthermore, the district has set up an IPVCR [Ref. IIC-7], which is a network appliance that records video conferencing sessions for playback over the Internet. The nursing department is the first to utilize the IPVCR to enhance student learning. It has been primarily used for distance education purposes in the nursing classes that are held at
MJC and connected to remote campus sites (i.e. Columbia, Patterson, Sonora Nursing Center). Nursing students have the ability to review entire lectures via streaming Internet video, either in the campus computer labs or from any remote computer connection with Internet access.

Self Evaluation

Significant progress has been made toward addressing this standard, and plans are in place and underway to improve the library’s facilities, to strengthen the college’s investment in library resources, and to enhance the role of the faculty in maintaining the currency of the library collection. Since the 2005 Self Study, the library has taken several steps to make its collections more current and relevant and to improve access to resources and services, despite a very limited budget. As a result of careful purchasing and the withdrawing of seldom-used print material, the collection physically housed in the Library is steadily becoming more relevant. To expand and improve access to information, particularly for remote users, the librarians have been augmenting the library’s electronic resources and facilitating increased access to those resources. The updated electronic collections and services position the library well for the upcoming Library building renovation, when expanded online library services will be provided necessarily from an alternate location and most of the print collection will be in storage.

In order to determine the sufficiency and quality of the library’s resources, MJC’s Spring 2010 MJC Climate Survey contained two statements related to the library to which employees were asked to respond. The first (3.8) was, “Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.” Results indicated 55.8 percent strongly agreed or agreed, 30.9 percent strongly disagreed or disagreed, and 13.3 percent responded not applicable or did not answer. Upon reflection, the question could have been better worded, since, by adding “regardless of location” to the end of the statement, some employees who are very happy with the resources on East Campus may give a lower overall response because West Campus is open fewer hours and has fewer resources on the shelves. Alternatively, respondents may be satisfied with online resources but give a low mark for insufficient quiet study space in the physical spaces. In retrospect, it is evident that separate questions should have been asked about East, West, and online resources respectively. Nevertheless, the fact that nearly one-third of faculty, staff and administrative respondents disagreed with a statement concerning the adequacy of library resources indicates that, regardless of the potentially flawed wording of the survey statement, this is a matter of concern that needs to be addressed. In particular, there is a need for a more steady infusion of funding to support library resources, including enhancements to the library collection. The current library collection lacks currency, particularly with respect to printed materials. While de-selection of dated material is underway in earnest, a decision has been made to defer significant acquisition of newer, more current printed materials until the completion of the East Campus Library renovation, scheduled for 2013. Of equal importance is the need to engage the faculty more actively in the management of the collection by encouraging faculty participation in the selection and de-selection of library materials. Once the college begins to invest significantly in new library materials following completion of its building renovation plans it is essential that stronger procedures be in place for ensuring increased faculty participation in library collection decision-making.

The second relevant statement on the climate survey (4.17) was, “Computer access is sufficient to support MJC faculty, students, and instructional programs.” Results indicated 80.5 percent strongly agreed or agreed, 15.3 percent strongly disagreed or disagreed, and 4.2 percent responded not applicable or did not answer [Ref. IIC-8]. While this result is not especially discouraging, additional data contained in the 2010 MJC Climate Survey, as well as the Spring 2009 Community College Survey of Student Engagement (CCSSE) [Ref. IIC-9] concerning low rates of student utilization and student/faculty/staff satisfaction with college writing and math skill labs and tutorial services prompted a decision to incorporate an Integrated Learning Resource Center into the planned renovation of the East Campus Library and to develop a similar facility on the West Campus. The college is moving forward with these plans to better support its instructional programs.
Planning Agenda

The college will incorporate a standing line-item for library resources into the college’s multi-year financial plan and allocate funds annually from this line-item to each instructional division as a means of encouraging their participation in library resource acquisition and maintenance. The college will also continue with the remodel of the Library and the development of the Integrated Learning Resource Center as planned.

II.C.1.b

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The mission of the Modesto Junior College Library Instruction Program is to increase information competency within the MJC community. Information competency incorporates the ability to effectively identify information needs, and to gather, evaluate, and use information. The document used to guide the library’s efforts in this arena is “Information Literacy Competency Standards for Higher Education,” from the Association of College & Research Librarians [Ref. IIC-10]. By aiding in the development of these abilities, the instruction program furthers student success, prepares students to transfer to four-year universities and/or enter the workforce, develops critical thinking skills, and helps provide the foundation for lifelong learning.

Librarians collaborate with faculty and staff in order to support students’ information needs within the context of the academic programs and curriculum on MJC campuses. This effort includes assisting MJC faculty with instruction. Each semester librarians offer 50 to 80 instruction sessions on library use to students [Ref. IIC-11, 12]. Because presentations for a specific class are most effective when tied to a course outcome, instructors are encouraged to discuss assignments with a librarian who will tailor the presentation to meet those needs. The library’s instruction program is intended to increase users’ recognition and usage of all library programs, services, and resources. In addition to in-class lectures, the instruction program also includes research workshops, library tours, hands-on demonstrations, research guides, and individual assistance at the reference desk (in person, by telephone, or by email) [Ref. IIC-13].

When faculty staffing levels were at their optimum, three librarians taught transferrable credit-bearing research courses. The library offered four sections of its 12-week, two-unit course—LIBR 100: Research Methodology. This course was taught both online and face-to-face; one section was taught as a part of a learning community with an English 101 class. The library also offered a face-to-face version its one-unit class—LIBR 120: Library Research on the Internet. When the library was asked to cut down on its faculty overload costs due to budgetary constraints, it lost the online version of LIBR 100 and one section of LIBR 120. With the loss of one fulltime faculty member and all adjunct librarians (30 hours per week) due to reductions in force, the library will have to further reduce its course offerings by eliminating the learning community. Thus, in Fall 2011, the library will be offering only 45 percent of the courses it was able to offer two years ago. Students, staff, and faculty not enrolled in research courses can take advantage of librarian-developed internet tutorials in the library’s research guides providing instruction on how to research, using library resources, evaluating web pages, and writing research papers, among others [Ref. IIC-14].

In the research courses, librarians use instructional methods that reflect a diverse community of learners and accommodate a variety of learning styles to guide students through the research and writing process from topic development to citing sources. Instruction includes ways to choose and develop a research topic, how to construct a thesis statement, and how to develop appropriate search strategies to find information in both electronic and print resources. Librarians teach students to evaluate information critically for reliability, accuracy, and relevance. Lastly, they teach ethical matters of plagiarism (and how to avoid it), providing examples of how to include the ideas and findings of others by citing sources.
Surveys of students completing research workshops and other library instruction consistently reveal strong, positive reactions to the experiences. Examples include: “I wish I knew this last year. Thank you so much!”; “Everything was useful.”; “I have done this like five times and always learn something new.”; and “I felt all information was useful and made researching seem a less daunting task [Ref. IIC-15].”

**Self Evaluation**

Although seriously challenged by the current fiscal situation at the institution, the college meets this Standard as evidenced by the description.

Recent and dramatic reduction in adjunct and full-time library faculty (totaling 62 hours per week) represents a significant reduction in terms of the library’s ability to help students develop skills in information competency [Ref. IIC-16]. This reduction will affect all elements of instruction, including credit-bearing courses, access to one-on-one instruction at the reference desk, and tailored library instruction/orientations that occur in faculty classrooms. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES (a college with our enrollment should have at least six librarians). While MJC has been below this level for four years with only five librarians, beginning in summer 2011, the library will fall even further below this mandated level, and its ability to serve students will be seriously challenged.

**Planning Agenda**

None.

**II.C.1.c**

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Descriptive Summary**

MJC strives to provide adequate access to the library and other learning support services. The primary library with more services is on East Campus; West Campus has a newer library, opened in 2002, but its collection is very small, its hours of operation fewer, and its staffing minimal.

Library Hours: Through spring 2011, regular hours on East Campus during fall and spring semesters were Monday–Thursday 8 a.m. to 9 p.m., Friday 8 a.m. to 5 p.m., and Saturday 9 a.m. to 5 p.m. Hours on West Campus were Monday–Friday 8 a.m. to 5 p.m. and closed nights and weekends. The East Campus circulation and reference desks were staffed with professional library personnel during most library hours [Ref. IIC-17]. The library on the West Campus only had a librarian up to 16 hours - per week and just a single person at the circulation desk. In the summer, the East Campus Library maintained shorter hours while West Campus was closed or open only a few hours per week. Reference assistance was also reduced during the summer. Maintaining adequate staffing has been a problem in the past three years, as staffing has not kept pace with the growth in student population. In fact, the library has lost 1.6 classified positions and one librarian due to attrition and these much-needed positions remain unfilled.

The recent and dramatic reduction in adjunct and full-time library faculty and in library staff required that the library reduce its hours of operation. West Campus Library closed at the end of the spring 2011 semester; it will reopen in the future as an Integrated Learning Resource Center housing a variety of tutoring functions. Although the number of fulltime librarians was reduced, the hours of the East Campus Library during fall and spring semesters are Monday–Thursday 8 a.m. to 9 p.m., Friday 8 a.m. to 5 p.m., and Saturday 9 a.m. to 5 p.m. [Ref. IIC-18]

The MJC library website is designed to support both on-campus and remote access to information resources. Students have access at all times to the following: all of the library’s subscription databases; the online MJC Catalog of the library’s print, electronic, and audio-visual collections; and the learning tools on the library’s website, including...
LibGuides (extensive research guides) covering a variety of subjects. To access the databases from off-campus, students, staff, and faculty log in with their college ID number and date of birth. All resources on the library’s website, including databases, are accessible from all on-campus computers without any login [Ref. IIC-5].

Reference assistance by MJC librarians is available in person, by phone, and by email most hours the East Campus Library is open. Unfortunately, due to a recent reduction in staffing, those hours will now exclude evenings after 6 p.m. and Saturdays. Working students who need to use the library in the evenings or on weekends will not be served well. In March of 2010, the library began using SiteScripter to better track the quantity and type of questions answered by reference librarians in order to acquire the kind of student-specific information needed to improve services [Ref. IIC-19].

In the past, library faculty has strived to accommodate all faculty requests for orientations or other types of library instruction even when a librarian might not be scheduled, such as during summer terms, before 8 a.m., in the evenings, or on Saturdays. With the loss of one fulltime faculty member and all adjunct librarians (30 hours per week) due to reductions in force, the library will no longer have the flexibility to do this. There will be no research instruction after 5 p.m., on Saturdays or during early hours (6:30 a.m. courses), and few during the summer. Additionally, the library will have to lower its limit of guided instruction sessions from four per day to two per day. Additionally, the library will no longer be able to host the popular end-of-semester Cram Night it started three years ago.

The library maintains two Disabled Student Program and Services (DSPS) computer workstations on East Campus and one on West. The specialized software and adaptive equipment provide students with learning differences, physical disabilities, and vision impairments the means to successfully use the library. These workstations provide students an alternative place to study besides the DSPS lab.

Student use of computers is tracked with a positive attendance system. During the 2009-10 academic school year, students spent 112,787 hours using the East Campus Library labs and 12,779 hours using those in the West Campus Library [Ref. IIC-20]. During the same time, gate counts indicate 445,314 instances of entrance into the East Campus Library and 38,985 into the library on the West Campus [Ref. IIC-21].

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications as well as with connecting their personal computers to the Internet via the district’s wireless network. Students who prefer to use their own computers to access the library’s electronic resources can do so by connecting to the secure wifi service offered on both campuses.

Altogether, MJC provides learning support services through 72 labs, located on East and West Campus and satellite sites, ranging from writing centers to labs for specific vocational programs such as Allied Health, Business, Electronics, and Agriculture [Ref. IIC-22]. As is the case in the library, budgetary constraints and inadequate staffing make it difficult to provide the needed hours of lab operation.

**Self Evaluation**

Through spring 2011, the Standard has been met. The college’s experience with attempting to provide a full range of library services on both the West and East Campuses has, however, met limited success as a result of difficulties associated with: a) staffing both facilities adequately for a comparable range of hours and days per week; and b) ensuring that the library collection is optimally distributed, both in terms of currency as well as breadth and quantity, between the two Library facilities. Based on this experience, combined with analysis of data derived from the 2010 MJC Climate Survey, CCSSE, Accountability Report for Community Colleges (ARCC) and other sources discussed elsewhere in this report, plans were made to provide Integrated Learning Resource Centers on both the East and West Campuses while consolidating the largest part of the print collection at the larger East Campus Library facility [Ref. IIC-23]. It was thought that increased access to online resources, combined with the availability of free transportation between campuses via a college-supported shuttle service, would ensure that access
to library and learning resource services would be readily available to all students and persons responsible for instruction and student support programs.

However, recent and dramatic reduction in adjunct and fulltime library faculty (totaling 62 hours per week) represents a huge blow in terms of the library’s ability to serve students who attend classes in the evening, on weekends, or on West Campus. Title 5 of the California Code of Regulations (§ 58724) contains minimum standards for numbers of library faculty based on student FTES (a college with our enrollment should have at least six librarians). While MJC has been below this level for four years with only five librarians, beginning in summer 2011, the library will fall even further below this mandated level, and its ability to serve students will be seriously challenged.

Planning Agenda

Fully implement plans for an Integrated Learning Resource Center on East Campus —to include the library—while consolidating the print collection at the renovated East Campus Library by spring 2013. Prioritize bringing library staffing levels back up to the Title 5 mandate.

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The MJC janitorial crew performs routine cleaning of the library building nightly. The facilities director has created a maintenance schedule that provides for daily inspection of building safety, sanitation, cleanliness, and lighting, as well as twice-yearly cleaning of carpets, hard floor surfaces, concrete surfaces adjacent to buildings, windows, and walls [Ref. IIC-24]. Adherence to these schedules would likely ensure that each library continues to be a clean, safe place to work and study, but because of staffing shortages and nonfunctioning equipment, the schedule cannot be maintained. The Modesto Fire Department performs regular inspections of the premises, as well, looking for any unsafe conditions.

Each library is fully locked and alarmed when no employees are present. All exterior doors on East Campus are alarmed, though only the rear door is on West Campus. As part of their rounds, campus security officers walk through the library as well as other computer labs and rooms offering learning support services. When available, an officer is present in the East Campus Library 15 minutes prior to closing to make sure all patrons are out of the building by closing time. West Campus has no consistent security presence when closing. Security gates at each entrance sound when someone attempts to take out of the libraries materials that have not been checked out or that are limited to library use only (materials have magnetic strips inside).

Antivirus software (Trend Micro) [Ref. IIC-25] and a robust workstation protection program called Deep Freeze [Ref. IIC-26] are installed on all student computer lab workstations on campus. When the machines are shut down at night, anything downloaded on or installed to them during the day is erased and each unit is restored to its original state. Security updates and Microsoft Operating System patches are also installed on student lab computers nightly. The district uses a firewall and a web security appliance called Iron Port [Ref. IIC-27] for web filtering and web caching. These tools block protocols that primarily involve illegal peer-to-peer file sharing, like Gnutella and EDonkey and deny access to sites that primarily allow access to illegal file sharing—like torrents. While torrents themselves can be legitimately accessed, the websites which distribute them are no longer available. Library laptop computers are physically locked down to reduce the chance of theft; their batteries have been removed for the same reason.

Self Evaluation

As evidenced by the description, the library meets this standard.

Planning Agenda

None.
II.C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

To support its instructional programs, MJC library relies on a number of other institutions and sources for library support services. It has been a member of the Online Computer Library Center, Inc. (OCLC) since 1979. One component of the library's contract with OCLC is interlibrary loan (ILL) service, which facilitates lending and borrowing of materials to and from other libraries worldwide. This allows MJC to provide students, staff, and faculty with materials even when they are not housed in the library's collection. Users can quickly and easily submit ILL requests online [Ref. IIC-28]. Materials arrive, on average, nine days from the date of the original request, usually at no cost to the borrower. During the 2008-09 academic year, MJC borrowed 299 items from other libraries to satisfy the needs of its users. One hundred twenty-nine items were requested but unable to be located at another lending library [Ref. IIC-29].

MJC has a contract with SirsiDynix Corporation to provide maintenance of the Integrated Library System (ILS) purchased in 2002 [Ref. IIC-30] which is reviewed annually by the systems librarian. ILS modules include acquisitions, cataloging, circulation, ILL, reserves, serials, and an online MJC Catalog; each module is used daily by students, staff, or faculty.

The library purchases many online electronic resources as part of the collection development process, including subscription databases and electronic books. The majority of these resources are purchased by the library as a member of the cooperative Community College Library Consortium (CCLC), a program of cooperative buying which leverages the purchasing power of California's community colleges. The consortium is a partnership between the Community College League of California and the Council of Chief Librarians of California Community Colleges. Through CCLC, the library has been able to participate in the consortium purchase plan to order subscriptions to online databases and other electronic resources at substantial discounts. These databases, which are only offered after having been well-reviewed by an electronic resources committee of community college librarians, are accessible both on-campus and remotely. Subscription fees and hosting fees for online content are negotiated by CCLC and paid by MJC library on an annual basis [Ref. IIC-31]. Librarians regularly have input into the selection of online subscription resources, as each must be renewed annually. The library currently subscribes to 47 subscription databases [Ref. IIC-2] purchased through CCLC from a variety of vendors including Gale, EBSCO, Bowker, Facts On File News Services, Congressional Quarterly, ABC-CLIO, and Rand. Librarians review and adjust electronic database subscriptions annually incorporating information such as feedback from students and faculty, database usage statistics compiled locally, and product reviews provided by the consortium. Usage of all digital resources is tracked by vendors for review by libraries [Ref. IIC-3]. The library has purchased eight netLibrary shared eBook collections through CCLC and now offers over 22,000 titles to its users [Ref. IIC-32]. Librarians also selected over 35 online reference book titles for purchase in the past four years [Ref. IIC-33].

Librarians notify MJC staff and faculty users of pertinent trial database offerings and all new database subscriptions. Through observation and informal conversations, they solicit feedback from staff, faculty and students to ensure that the library's databases support instructional subject areas across the curriculum. The systems librarian deals with problems that arise with any of the online resources. Electronic resources are evaluated for section 508
accessibility before purchase; CCLC posts this information on a password-protected portion of its website accessible only to members.

To ensure the online MJC Catalog remains up-to-date with its subject headings, author names, and other cataloging data, the library pays Library Technologies, Inc. (LTI) to complete authority work on the database two to three times per year. This makes possible continued, efficient access to library resources.

Collaboration with other institutions or sources also takes place outside the library. For example, beginning in fall 2010, all Allied Health programs will be participating in a rapid regulatory compliance training of students by HealthStream.com. This training is required by clinical instruction sites. Currently the training is completed by recorded video lecture and assessment test in the Allied Health computer lab. Additionally, the Associate Degree Nursing Program has graduating students take the Comprehensive Registered Nurse Licensure Predictor Assessment online, via Assessment Technologies Institute [Ref. IIC-34]. The “RN Comprehensive Predictor” assessment [Ref. IIC-35] is used to predict the probability [Ref. IIC-36] of a student passing the “NCLEX-RN,” which is the actual board licensure exam. Students view the RN Predictor as a practice test. The nursing department reviews test analysis results of the RN Predictor as part of the curriculum review process.

**Self Evaluation**

As evidenced by the description, the library meets the Standard.

**Planning Agenda**

None.

**II.C.2**

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

**Descriptive Summary**

The Modesto Junior College library evaluates its services by a variety of methods to assure adequacy in meeting student needs; these include the review of Student Learning Outcomes, student and faculty surveys, annual data surveys to the state [Ref. IIC-37], and usage data of the library website, databases, and circulating materials. The library also participates in the college’s program planning process.

The library uses Student Learning Outcomes [Ref. IIC-38] and an evaluation form [Ref. IIC-39] to evaluate the effectiveness of its Research Methodology classes in meeting student needs. Student participants in research workshops and special library events complete evaluation forms [Ref. IIC-15]. Faculty and students provide informal feedback concerning assignments [Ref. IIC-40]. And student focus groups provide input on projects such as the Library renovation currently being planned. Using analyses of these data, the library identifies areas needing improvement or modification and redesigns its services based on student needs.

Usage statistics that are generated online through library website and database use [Ref. IIC-3], as well as in-person statistics generated through circulation, class orientations, and reference queries [Ref. IIC-41], are used to track patterns that result in budget requests, equipment requests, collection development, material retirement, database purchase, design of the library website, and other resources that assist student learning.

An important method used by the college to evaluate library services and to assure that the library adequately meets students’ needs is the program review process [Ref. IIC-42, 43], which describes and evaluates the library’s role and how it contributes to the mission and priorities of the college. Modesto Junior College includes questions about library resources and computer access on its annual climate survey [Ref. IIC-8].
Self Evaluation

The college meets the Standard. While progress has been made with regard to this Standard, particularly at the micro-level, as exemplified by the identification and measurement of student learning outcomes for individual library courses, there is a need for broader based assessment of the overall impact of utilization of library and learning resource services on student success. For example, if a survey comparing the degree of service utilization of students on academic probation with service utilization by students on the dean’s list for academic achievement were to reveal higher rates of usage by the latter group, reasonable inferences might be drawn regarding the relationship between the use of library and other learning resource services and student success. Comparing the success of students enrolled in a learning community composed of English 101 and Library 100 (Research Methodology) with those enrolled only in English 101 could also be revealing. In the absence of assessment mechanisms of this nature, utilization data alone are insufficient to draw meaningful conclusions concerning the adequacy of these services to contribute to the achievement of student learning outcomes.

The diffusion of oversight responsibilities and the disparate locations of services such as library, writing and math labs, tutorial services and the like pose an administrative constraint to the systematic analysis of the quality and sufficiency of service delivery in relation to student learning outcomes achievement. Assigning a single administrative entity responsibility for all of these various functions would be more conducive to effective assessment of library and learning resources.

Planning Agenda

The college is moving forward with the realigning of library and other learning resources, including supplemental instruction and integrated learning labs under a single administrator and should conduct more rigorous assessment of the relationship between utilization of library and learning resources and achievement of student success. In this manner, the college can gain improved insight concerning the adequacy of services and will be in a better position to direct resources toward needed improvements.
References for Standard II.C

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8. Modesto Junior College, Climate Survey Analysis, Spring 2010
9. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
11. Statistics Fall 2009
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14. Librarian-Developed Internet Tutorial: How to Research
15. Student Survey Results: Completing Research Workshops
16. Budget Reduction Memo from Gaither Loewenstein, February 28, 2011
17. Reference Desk Schedule, Fall 2010
18. Library Schedule, Fall 2011
19. SiteScripter Information
22. Computer Lab List
23. Library Remodel Project, Including Integrated Learning Resource Center
24. Library Custodial Services
25. Trend Micro
26. Deep Freeze
27. Cisco IronPort
28. Borrowing from Other Libraries
29. Inter-Library Loan Figures
30. Sirsi Itemized Invoice 2009-2010
31. CCLC Fall 2009 Invoice and CCLC Spring 2010 Invoice
32. Dates MJC eBooks Added to OPAC
References for Standard IIC

33. Purchase of Online Reference Books
34. Assessment Technologies Institute Testing
35. RN Comprehensive Predictor and RN Predictor Explanation and Interpretation
36. Library Trends
37. LR100 Student Learning Outcomes
38. Course Evaluation
39. Thank You
40. 2010-11 Reference Statistics
41. Library Program Review
42. Administrative Program Review
Standard III: Resources

Standard III.A: Resources
Standard III.A : Resources

III.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.

III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Yosemite Community College District (YCCD) has developed and approved many district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development (Ref. IIIA-1).

The district’s Human Resources Office, Modesto Junior College’s administration, the Academic Senate, California School Employees Association (CSEA) and the Yosemite Faculty Association (YFA) all work together to enable coordination of policies, such as instruction in and adherence to the district’s Equal Employment Opportunity (EEO) plan; compliance with federal, state, and local laws; access to a wide variety of professional development workshops and seminars; open discussion and dialogue on issues of civility and ethics; and a commitment to confidentiality throughout these processes.

The YCCD Human Resources Office (Ref. IIIA-2) coordinates with Modesto Junior College in recruitment and hiring. The Human Resources Office advertises and disseminates job announcements through a variety of media. Depending upon the classification of the position, advertising occurs at the local, state, and/or national level in one or more of the following: newspaper/s, online job vendors, the California Community College Registry, professional journals, appropriate list-serves, and promotion at annual California Community College Registry job fairs that include departmental member attendance when one of their positions is being promoted. To streamline district processes and to provide potential applicants with an efficient and user-friendly application process, the district has recently implemented an online application submission and tracking system from PeopleAdmin. (Ref. IIIA-3).
The district hiring process is outlined in its Hiring Process/EEO Booklet, which provides instruction and information to selection committees (Ref. IIIA-4). Committee members receive EEO and confidentiality training from the District Employment Manager prior to committee service. In June 2008, 65 staff, including faculty, managers and classified staff were trained by Liebert, Cassidy, and Whitmore on regulations governing selection committees, with the goal of improving consistency in the interview of candidates for positions at the college (Ref. IIIA-5). This training resulted in the adoption of an Equal Employment Opportunity training and confidentiality compliance form that all selection committee members are required to sign. In the event that a selection committee member has not participated in the interview process or has not received training from the District Employment Manager, that person is trained prior to signing the EEO training and confidentiality compliance form. Committee chairs are encouraged to reflect diversity of the college through committee membership.

The Modesto Junior College Academic Senate, in accordance with the district’s commitment to diversity in District Policy 4000- Commitment to Diversity, is strongly committed to Equal Employment Opportunities in achieving faculty diversity. The Academic Senate’s adopted Contract Faculty Hiring Procedures outlines adopted policies requiring that jobs are widely advertised (including recruitment resources that serve women and racial/ethnic minorities), and that committee participants receive EEO training, as outlined above (Ref. IIIA-6).

To ensure that both the Academic Senate and California School Employees Association (CSEA) are included in the hiring process from the onset, both constituencies are included in the internal routing/approval process for opening a position (Ref. IIIA-7). This notification allows faculty and staff leadership to participate in the appointment of selection committee members from their constituent groups. Based upon the classification of an open position, committee members may be made up of classified staff, faculty, students, and management.

The college relies on state minimum qualifications for each faculty position, and all position announcements clearly identify minimum qualifications, including education and experience (Ref. IIIA-8). Applicants who fail to meet the minimum qualifications or equivalency are removed from consideration. Applicants with degrees from foreign institutions that are not accredited by the United States are asked to submit their transcripts to an outside agency for transcript analysis and verification. The selection committee offers input on preferred qualifications, characteristics, job duties, and responsibilities for inclusion in the position announcement. The Human Resources Office works with the college’s Academic Senate to ensure that all candidates meet minimum qualifications or show equivalency, and these procedures are outlined in the Academic Senate’s Contract Faculty Hiring Procedures document (Ref. IIIA-6).

A detailed equivalency policy and procedure created by the Academic Senate and adopted by the Board of Trustees is in effect (Ref. IIIA-9). It ensures that applicants requesting equivalency are approved by the Academic Senate prior to a selection committee moving the applicant forward for interview. This procedure, outlined in the Contract Faculty Hiring Procedures document, requires participation on an equivalency screening committee of three faculty members within the discipline and confirmation by an Academic Senate committee of three appointed faculty members. CSEA approves classified position descriptions based upon specific, job-related skills and duties prior to advertisement (Ref. IIIA-10). Classified and administrative/management positions are regularly reviewed and evaluated for change in scheduled classification studies as required by Board Policy 4204 (Ref. IIIA-1).

Human Resources approves the job announcement, the composition of the screening committee, the application packet screening form, the interview questions, the interview rating form, and the selection of applicants for interview prior to the selection committee proceeding to each step in the hiring process. The application packet screening process requires a alpha/numerical rating scale. This same method is used for the interview rating process as well. All selection committee documents generated throughout the process are surrendered to the Human Resources Office. Offers of employment may not be made until references are checked by the selection committee chair and/or members of the
selection committee. Committee chairs are asked to inform candidates that their tentative hire date is dependent upon approval of their appointment by the Board of Trustees at the following meeting.

Finally, YCCD ensures that faculty members are significantly involved in the hiring of new faculty. The Modesto Junior College Academic Senate coordinates with Human Resources in approving faculty membership on selection committees. The membership of faculty selection committees is outlined in the currently approved Contract Faculty Hiring Procedures, which specify that a minimum of two faculty members for each selection committee must be selected from the discipline or department of the position, and that one additional faculty member shall be selected by the division (Ref. IIIA-6).

In 2006, the Human Resources Office began monitoring part-time instructor applications. Division Deans remain responsible for the advertisement of part-time positions on the California Community College (CCC) Registry. Each position posting clearly identifies minimum qualifications. Part-time applicants submit completed application packets to Human Resources, which are then forwarded to each division for interview. Human Resources maintains a database of applicants by discipline. When no position is immediately available, applications from qualified applicants are filed in the Human Resources Office for up to twelve months.

**Self Evaluation**

The college meets the Standard. The processes for hiring qualified employees are operating fairly successfully and are much improved from the college’s previous Self Study.

This success can be measured in several ways. First, EEO training has occurred and continues to take place, so that selection committee members are better versed in the consistency and confidentiality needed in the interview process. Selection committees continue to consist of membership from all constituency groups, from single faculty or staff hiring to the hiring of leadership positions, such as the Modesto Junior College President or the YCCD Chancellor (Ref. IIIA-11). Furthermore, since our last Self Study, the Modesto Junior College Academic Senate has created and approved the new Equivalency Policy and Procedure, which ensures that the college hires qualified faculty (Ref. IIIA-9).

Although the district’s hiring and recruitment policies and procedures advocate diversity in hiring, the college continues to fall short in hiring employees that reflect the diversity of our student and community populations. Recruitment practices should be reviewed to determine if the range of advertising venues is sufficient to attract candidates from under-represented segments of the population. Additionally, portions of the approved Contract Faculty Hiring Procedures could be improved to clarify faculty participation in selection committees. The Modesto Junior College Academic Senate has completed a two-year revision of these procedures and the revised procedures are currently being discussed with District Human Resources representatives.

**Planning Agenda**

The college will broaden the range of outlets at which openings for faculty and staff positions are advertised.

**III.A.1.b.**

The institution ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

Personnel evaluations for administrators, managers, and supervisors are tracked by Human Resources.
In April of 2007, the Chancellor took responsibility for management evaluations to set precedent for regular and timely evaluations of the management team. Now that precedent has been established, management evaluations are monitored and tracked by Human Resources. The Human Resources Office provides regular notification and reminders to supervising managers of all evaluations coming into cycle each year (Ref. IIIA-12).

In fall 2008, the management evaluation process was revised and now follows a three-year cycle that requires members to be evaluated on an annual basis by the direct supervisor (Ref. IIIA-13). Every third year, the annual evaluation also includes a confidential evaluation survey sent to designated subordinate employees, colleagues, and campus representatives, including staff and faculty leadership. Completed management evaluations are reviewed by the Chancellor and Vice Chancellor of Human Resources prior to placement in personnel files. Supervising managers are expected to complete evaluations in a timely and regular manner. In the event that a supervising manager has not completed timely evaluations, the appropriate next level administrator is notified by Human Resources.

Classified personnel evaluations are tracked and/or monitored by the office of Vice Chancellor of Human Resources. Notification is sent to managers within 90 days of due date that provides detailed information regarding the evaluation cycle for each employee (Ref. IIIA-14). The management team responsible for subordinate evaluations is expected to complete evaluations on a timely basis, and forward them promptly to Human Resources. In the event a supervisor or manager has not completed the evaluation of a classified staff member, the appropriate next level administrator is notified by Human Resources.

Full-time faculty evaluations are tracked and/or monitored by the Office of Instruction at Modesto Junior College (Ref. IIIA-15). Each fall, deans receive lists from the Vice President of Instruction’s office with names of faculty who need to be evaluated in that academic year. Full-time student services evaluations are tracked and/or monitored by the office of the Vice President of Student Services and follow a similar system. Division deans track and/or monitor adjunct evaluations. Probationary faculty members are evaluated each semester for the first two years, and in their second two years they are evaluated in the fall semester; Regular Contract Faculty are evaluated in the spring (Ref. IIIA-16).

Effective 2008, the Yosemite Faculty Association negotiated a complete revision of the faculty evaluation process. This process now includes a mandatory self-evaluation, and faculty may include their own Student Learning Outcomes assessment as part of this self-evaluation if they so choose (Ref. IIIA-17). Since assessment of Student Learning Outcomes is now widely considered to be among the “standards of performance common to the profession” (Collective Bargaining Agreement with YFA, p. 80) participation in the assessment of SLOs is incorporated, by reference, into the criteria for evaluating full-and part-time faculty. Furthermore, new appendices were negotiated that now include peer observation and student evaluation forms for Instructional, Counseling, library, and those teaching online (Ref. IIIA-18). In order to ensure equity across the disciplines and colleges, verbal instructions were also negotiated, which must be read verbatim when conducting student evaluations.

The purpose of faculty evaluation is clearly noted in the Faculty Contract: to document and acknowledge the quality of performance; to enhance performance; to identify areas in need of improvement; and to assist in achieving needed improvement. Also, Appendix C-1 in the Contract outlines the criteria for faculty evaluation, which not only includes quality of teaching and respect for students, but also continued inquiry in one’s field of study and demonstration of continued professional development. Furthermore, in the 2008 negotiation cycle, YFA and YCCD created an additional category in the Evaluation Report for probationary faculty that reads “Satisfactory (with need of improvement).” This middle ground addresses the philosophy that evaluation is meant to engage faculty in how they may better improve their own teaching and professionalism. The Faculty Contract, under Article 6.8.4, also allows for professional improvement plans for regular contract faculty (Ref. IIIA-19).
Self Evaluation

The college meets the Standard. Vast improvement in the completion and participation in management evaluation has occurred since Modesto Junior College’s last Self Study. Furthermore, designated leadership groups are now a mandatory part of the executive management evaluation process, which ensures greater objectivity in the process. Classified staff and full-time faculty evaluation processes meet the Standard as well. Improvement, however, needs to occur in the timely conducting and tracking of part-time faculty evaluations. Currently, part-time faculty evaluations are tracked only at the division dean level, so there is a lack of accountability and assessment.

Planning Agenda

None.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Though achieving student learning outcomes is not a direct component of faculty evaluations, Student Learning Outcomes assessment is now widely considered to be among the “standards of performance common to the profession,” (Ref. IIIA-18) participation in the assessment of SLOs is included among the criteria employed for evaluating full- and part-time faculty members. All disciplines are required to have Student Learning Outcomes and assessments in place, with continuous improvement expected. Since 2005, full- and part-time faculty have participated in the development and assessment of Student Learning Outcomes and have participated in assessment and dialogue related to using results to improve and further align results with institution-wide practices. Over the past two years the Assessment Work Group (a subcommittee of the Accreditation/Institutional Effectiveness Committee) has worked, both formally and informally, to train faculty and staff in writing and assessing SLOs for courses and programs.

In the MJC Climate Survey conducted in spring 2010, 69.8 percent of employees surveyed agreed or strongly agreed that MJC makes a conscious effort to assess how well learning is occurring. Additionally, 68.6 percent of employees surveyed agreed or strongly agreed that MJC makes a conscious effort to make changes to improve student learning [Ref. IIIA-30].

Self Evaluation

The college meets the Standard by requiring that all disciplines have Student Learning Outcomes and assessment in place for the purpose of continuous improvement of student learning and further alignment of institution-wide practices. Additionally, during the Institutional Effectiveness Assessment Workshop in May 2010, college leadership analyzed the SLO, AUO, and SAO assessment results and found the college to be proficient in its assessment processes [Ref. IIIA-20-24]. The college maintains its goal to assess 100 percent of its course and program learning outcomes by the end of 2012.

Planning Agenda

The college will continue to refine its assessment processes to promote continuous improvement in student learning.

III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

A professional Code of Ethics can be found in the organizational documents of each employee group, including management, classified staff, and faculty.
The Leadership Team Advisory Council (LTAC) (management) fully supports the Association of California Community College Administrators (ACCCA) Statement of Ethics and includes this statement in the Leadership Team Handbook January 2010 (Ref. IIIA-25).

The Classified School Employees’ Association contract includes Article 17, which insures a safe and civil working environment for all classified staff. Furthermore, in 1954, the State CSEA adopted the CSEA’s Code of Ethics. Because it is contained in the Association Constitution and Bylaws, it applies to each CSEA Chapter and all members thereof (Ref. IIIA-26).

Appendix C-2 in the Faculty Contract contains a Statement of Professional Ethics that has been adopted from the American Association of University Professors (Ref. IIIA-18).

Students are informed of their rights and responsibilities, their expected standard of conduct and of the academic integrity policy and discipline procedures on pages 42-44 of the MJC Catalog (Ref. IIIA-27).

Finally, using the Modesto Junior College 2008-2013 Strategic Plan (Ref. IIIA-28), the college leadership, in shared governance dialogue, chooses three to four goals to focus on. Each year for 2010-11 (Ref. IIIA-29), one of the focused goals is Goal 4, which asks that the “leadership responsible for governance at MJC... create a climate that empowers all MJC employees to be engaged in the campus community and that encourages respect, trust and integrity through open communication and professional development.”

Self Evaluation

The college meets the Standard. Each constituency group throughout the college has a clearly written and supported Code of Ethics document as a part of its organization’s contract or handbook. Nonetheless, the results of the 2010 MJC Climate Study indicate that some employees feel undervalued (Ref. IIIA-30). While 60 percent of employees felt that the college treated faculty and staff equitably, 37 percent strongly disagreed with this statement, indicating that some improvement needs to take place.

Planning Agenda

The college will take steps to engage faculty and staff more meaningfully in shared governance activities.

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

Due to statewide budget constraints, Modesto Junior College and YCCD have experienced a “soft” hiring freeze and have limited hiring of faculty and staff. College administrators, faculty, and staff continue, however, to meet increased student needs despite these reduced levels of funding. Enrollment management data from fall 2010 show FTES for the semester (as of September 21, 2010) to be at 6909, about 239 FTES over fall 2009 and 32 FTES over fall 2008. Further data shows the Modesto Junior College fill rate to be at 99.85 percent of the available seats overall at the college, with some divisions showing a fill rate of up to 111 percent fill rate (Ref. IIIA-31).

All the above has been achieved with reduced faculty, staff and administration. Twelve full-time faculty positions have been removed from the 2010-11 Modesto Junior College salary budgets. Additionally, there are two Academic Administrators, two Classified Managers, and eleven classified staff positions vacant and unfilled (Ref. IIIA-32).
As of fall 2009, Modesto Junior College administrator, faculty, and staff enrollment to staffing statistics were the following (Ref. IIIA-33):

- MJC student enrollment was 20,424.
- MJC Employed:
  277 Full-time Classified Staff
  3 Permanent Part-time Classified Staff
  245 Full-time Faculty
  128 Adjunct Faculty
  45 Managers/Administrators
  26 Temporary Classified Staff
  76 Student Workers

- MJC’s enrollment and staffing trend for the last five years is evidenced below:

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment, Fall</td>
<td>18380</td>
<td>18748</td>
<td>19413</td>
<td>18665</td>
<td>20424</td>
</tr>
<tr>
<td>Fulltime Classified Staff</td>
<td>220</td>
<td>237</td>
<td>224</td>
<td>223</td>
<td>277</td>
</tr>
<tr>
<td>Permanent Part-time Classified Staff</td>
<td>11</td>
<td>16</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Fulltime Faculty</td>
<td>266</td>
<td>256</td>
<td>255</td>
<td>254</td>
<td>245</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>135</td>
<td>148</td>
<td>140</td>
<td>154</td>
<td>128</td>
</tr>
<tr>
<td>Managers/Administrators</td>
<td>46</td>
<td>47</td>
<td>45</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Temporary Classified Staff</td>
<td>46</td>
<td>96</td>
<td>36</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td>Student Workers</td>
<td>138</td>
<td>116</td>
<td>103</td>
<td>151</td>
<td>76</td>
</tr>
</tbody>
</table>

Due to ongoing budgetary constraints, reaching the 75/25 target continues to be challenging. Below are the district’s reported FT/PT faculty ratios (Ref. IIIA-34):

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty %</td>
<td>71</td>
<td>71</td>
<td>70</td>
<td>69</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Part Time Faculty %</td>
<td>29</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>65</td>
<td>35</td>
</tr>
</tbody>
</table>

Furthermore, the district met its 2009 target goal of 298 FTO, reflecting that year’s 65/36 FT/PT ratio.

Since Modesto Junior College’s last Self Study, the college has made continual revisions to its processes for determining institutional priorities for administrative, faculty, and classified staffing. During the 2009-10 academic year, the Planning and Budget Committee selected a group of quantitative elements, available through program review, to use as initial sorting criteria for prioritizing faculty positions at the college. These quantitative elements included, but were not limited to, a program’s FTES, FTEF, and full-time/part-time faculty ratios. For non-instructional faculty and classified staff positions, quantitative data came from statewide approved student/faculty ratios and from the CSEA reclassification study (Ref. IIIA-35).

A small sub-committee of the Planning and Budget Committee looked at these quantitative elements available in program review and selected those elements they thought to be most relevant in hiring prioritization. Based on a quantitative analysis of the data, the Planning and Budget Sub-Committee created a ranking of positions. For example, if a program created a lot of FTES per faculty, that program might be ranked higher than a program that created less FTES per faculty. This ranking was the first step in the hiring prioritization process.

The second step in the process was to adjust this quantitative-based ranking with qualitative data, including whether the program was a one-person program, whether positions in a program had remained unfilled for a number of years, and whether there was a demand for jobs or particular skill sets in the local area. Qualitative data came
to the Planning and Budget Committee through the Instructional Administrators’ Council. Based on both the quantitative and qualitative data, the Planning and Budget Committee made hiring prioritization recommendations to the Modesto Junior College President for approval (Ref. IIIA-36).

For the fiscal year 2011 funding cycle, this process was further refined. The Planning and Budget Committee continued to review all hiring prioritizations and made final recommendations to the President for approval. Prior to this step, however, staffing requests were reviewed by the Student Services Council, the Instructional Administrators’ Council, and the newly created Administrative Council (Ref. IIIA-37). For the purpose of hiring prioritization, an additional three faculty and two classified staff members were added to the membership of each council in order to facilitate constituent group representation in the process. The three councils developed criteria, prioritized staffing requests in their respective areas, and forwarded the approved priority lists for review, possible revision, and approval by the Planning and Budget Committee.

Modesto Junior College continues to explore how to improve its mission of supporting diversity through staff hiring. The college service area includes Stanislaus County and parts of Merced and San Joaquin Counties. Meeting the needs of these diverse communities with qualified employees is a continuing district goal. MJC’s Fall 2009 Employee Population, as stated below, when compared to service area 2009 demographics from the Center of Excellence, is indicative of a need for further improvement in achieving a mix of faculty and staff that is representative of the population of the service area (Ref. IIIA-38). When compared to MJC Student Population for fall 2009, however, the discrepancy is much less (equal in all groups except lower in Hispanic representation and slightly higher in White representation). MJC’s 2010 Institutional Effectiveness Report identifies in Chapter 1 the growing rate of increase in minorities in the college’s service area through 2014 (Ref. IIIA-39). Increase in Hispanic population is expected. As these populations increase in the community, the district will continue to strive to provide qualified employees who meet the needs of this community.

<table>
<thead>
<tr>
<th>2009</th>
<th>YCCD Service Area Population/ Ethnicity 15 -74 years old</th>
<th>%</th>
<th>MJC Employee Population Fall 2009</th>
<th>%</th>
<th>MJC Student Population Fall 2009</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Population totals:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>449059</td>
<td>100%</td>
<td>800</td>
<td>100%</td>
<td>20424</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>American Indian/ Alaskan</td>
<td>&gt;4490</td>
<td>&gt;1%</td>
<td>6</td>
<td>&gt;1%</td>
<td>unknown</td>
</tr>
<tr>
<td></td>
<td>African American</td>
<td>13472</td>
<td>3%</td>
<td>28</td>
<td>3%</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>17962</td>
<td>4%</td>
<td>35</td>
<td>4%</td>
<td>1225</td>
</tr>
<tr>
<td></td>
<td>Hawaiian/ Pacific Islander</td>
<td>&gt;4490</td>
<td>&gt;1%</td>
<td>1</td>
<td>&gt;1%</td>
<td>unknown</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>161661</td>
<td>36%</td>
<td>119</td>
<td>15%</td>
<td>6127</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>238001</td>
<td>53%</td>
<td>472</td>
<td>59%</td>
<td>8170</td>
</tr>
<tr>
<td></td>
<td>Two or more races</td>
<td>13472</td>
<td>3%</td>
<td>1</td>
<td>&gt;1%</td>
<td>unknown</td>
</tr>
<tr>
<td></td>
<td>Unknown</td>
<td>Not stated</td>
<td>0</td>
<td>139</td>
<td>17%</td>
<td>4289</td>
</tr>
</tbody>
</table>
Finally, in order to ensure that Modesto Junior College hires qualified faculty, the college relies on state minimum qualifications for each faculty position, and all position announcements clearly identify minimum qualifications, education, and experience. Applications that fail to meet the minimum qualifications or equivalency are removed from consideration. Input from the selection committee chosen for each faculty position aids in identifying preferred qualifications, characteristics, job duties, and responsibilities for inclusion in the position announcement. The Human Resources Office works with the college’s Academic Senate to ensure that all candidates meet minimum qualifications or show equivalency, and these procedures are outlined in the Academic Senate’s Contract Faculty Hiring Procedures document (Ref. IIIA-6).

A detailed equivalency policy and procedure created by the Academic Senate and adopted by the Board of Trustees is in effect (Ref. IIIA-9). It ensures that applicants requesting equivalency are approved by the Academic Senate prior to a selection committee moving the applicant forward for interview. This procedure, outlined in the Contract Faculty Hiring Procedures document, requires participation on an equivalency screening committee of three faculty members within the discipline and confirmation by an Academic Senate committee of three appointed faculty members. Classified position descriptions are approved by CSEA prior to advertisement and are based upon specific, job-related skills and duties (Ref. IIIA-8). Classified and administrative/management positions are regularly reviewed and evaluated for change in scheduled classification studies as required by Board Policy 4204- Classified Staff (Ref. IIIA-1).

Self Evaluation

The college meets the Standard. The college has responded to recent budget shortfalls by significantly improving student access as measured by FTES: FTEF. This improved efficiency, however, has only partially mitigated the impact of the prolonged economic recession on student demand for educational services; consequently, the college continues to turn away students, as exemplified by long wait lists for many courses. Thus, while the quality and quantity of faculty and staff are sufficient to meet the needs of current students, significantly more students could be served in the event that resources become available to meet prioritized faculty and staff needs.

Planning Agenda

None.

3.III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Yosemite Community College District Board of Trustees publishes Section 4000, Personnel Board Policies, on the district website. All district personnel policies are available online (Ref. IIIA-1).

The district maintains and regularly updates a district policy and procedures manual. For greatest ease and access it is posted on the district’s website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a Policy and Procedures Committee that is represented by all constituency groups, including MJC Academic Senate, Columbia College Academic Senate, the Yosemite Faculty Association, California Schools Employees’ Association, a Modesto Junior College administrator, a Columbia College administrator, and a Chancellor’s office staff member (Ref. IIIA-40).

Personnel policy and procedures are identified in the 4000 Series (Section 4) of this manual. The Vice
Chancellor of Human Resources confers with district legal counsel regarding any proposed modifications. The district subscribes to the Community College League of California’s (CCLC) Policy and Procedures Service. This service provides bi-annual policy and procedure recommendations updates that have been vetted through CCLC legal counsel. The review and update of district policy is conducted year round.

The district has adopted a nondiscrimination Board Policy 4200- Recruitment and Hiring, revised 6/13/07 (Ref. IIIA-1), and continues to maintain its status as an Equal Employment Opportunity Employer. In addition, the district’s Board Policy 4000—Commitment to Diversity—further fosters diversity and equal consideration in the college’s academic environment. The district’s Beyond Tolerance statement, “The Yosemite Community College District has adopted a Beyond Tolerance Initiative program to ensure that our learning and work environment and climate is characterized by inclusiveness, tolerance and respect for all of our students, staff and community,” continues to be featured on certificated and academic administrator hiring brochure sleeves. The district and colleges promote themselves as equal opportunity employers. “EEO Employer” is stated on all classified position announcements. Human Resources also offers EEO training and has an EEO handbook, entitled The Hiring Process, that is provided to selection committee members.

**Self Evaluation**

The college meets the standard.

**Planning Agenda**

None.

**III.A.3.b.**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Descriptive Summary**

Personnel files are kept in fire proof file cabinets in the Human Resources’ Coordinator’s Office at the district. They are locked each night and unlocked each morning. As employees separate from YCCD, their files are scanned by Human Resources staff and held in a confidential Human Resources employee-access-specific MATRIX system owned by the district. Requests for personnel record viewing or copies of personnel documents held in the MATRIX system are overseen by the Human Resources Coordinator. Only Human Resources staff members are allowed to access MATRIX personnel records. Further, the Board of Trustees adopted Policy 4009- Release of Confidential Information which provides additional protection for the employee (Ref. IIIA-1).

The YCCD adheres to Education Code 87031, and personnel files are available to all administration, faculty, and staff by appointment. According to the CSEA contract, classified staff are permitted to view their files only when not on duty (Ref. IIIA-41). Infrequently, a faculty or management employee may be allowed access without an appointment should he or she be at the district office and Human Resources personnel have the availability to assist. Personnel files are viewed in the presence of a Human Resources Employee.

Per the Yosemite Faculty Association’s Contract, Article 8, faculty members are permitted to review, upon reasonable notice, their personnel files and to be accompanied by a YFA representative if desired (Ref. IIIA-42).

**Self Evaluation**

The college meets the standard. The YCCD Leadership Team Handbook should be revised to include specific language pertaining to an administrator’s right to view his or her personnel files.

**Planning Agenda**

The college will revise the YCCD Leadership Team Handbook to include language pertaining to administrators’ rights to view their personnel files.
III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Faculty members are provided with annual professional development opportunities through sabbatical and short-term leave of absence and banked leave opportunities that will benefit the teaching and learning needs of the college. These specific development opportunities, guidelines, and criteria are articulated in the YFA Faculty Contract (Ref. IIIA-57). In addition to sabbatical and short-term leaves, faculty are contractually required to fulfill a certain number of Flex hours, which provides the opportunity to participate in activities, some of which have a particular diversity component.

Classified employees have professional growth and educational opportunities which are contractual as well. All CSEA members are eligible to apply for and participate in approved activities. The district supports continuing education of bargaining unit members with reimbursement of eligible fees for coursework and training (Ref. IIIA-58).

The college provides bi-annual Institute Days that include workshops and break-out sessions for all employees (Ref. IIIA-62). Institute Day break-out sessions have included topics such as “Central Valley Demographics”, “Best Hiring Practices”, and sessions on hiring procedures all of which emphasize the diversity of our area and how best to represent our constituents. Each college provides Flex activities, such as Civic Engagement Project (CEP) events, and the Modesto Area Partners for Science (MAPS) at Modesto Junior College (Ref. IIIA-63). MJC recently established a college-wide professional development committee, the Staff Resource Advisory Committee, to review and plan activities for all faculty and staff (Ref. IIIA-64). This will pool together travel funds from each division, offering a more transparent process for funding across campus.

MJC was recently awarded a Title 5 grant (2009-10) which has greatly expanded opportunities for faculty, adjunct faculty, classified employees, and managers to apply for development monies (Ref. IIIA-65). Beginning in May 2010, faculty and staff began attending national, state, and local workshops which address learning, teaching, and support/customer services. The grant includes a component to support multicultural and diversity initiatives on campus. A Staff Development Diversity Advisory Committee, which includes the members from CEP, faculty and classified staff will institutionalize diversity programs, practices, and services that support the appreciation of diversity.

Self Evaluation

The college meets the Standard. To address this opportunity, the college now has committees, coalitions, programs, and grant monies dedicated to this ongoing concern. The spring 2010 MJC Climate Survey indicates that 77 percent of faculty, staff and administrative respondents “strongly agree” or “agree” that “the college promotes an understanding of and concern for issues of equality and diversity (Ref. IIIA-30).”

Planning Agenda

None.

III.A.4.b

The institution regularly assesses its record in employee equity and diversity consistent with its mission.

Descriptive Summary

The district has a history of success in diversity, most notably the previous Beyond Tolerance Initiative which strengthened the district’s commitment to
diversity. Furthermore, the district’s Strategic Plan, the Mission Statement, Vision, Goals, and Objectives all state in part the commitment to quality staffing that is both professional and diverse (Ref. IIIA-49).

District Policy 4000- clearly states the district’s commitment to employing qualified personnel while promoting equal opportunity and diversity throughout the district, and is stated as follows (Ref. IIIA-1):

The district is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

In order to meet this policy, the Office of Human Resources is actively involved in reaching out to multi-cultural and diverse media to attract candidates with diverse backgrounds. These media include Women in Higher Education, Hispanic Outlook in Higher Education, Insight into Diversity, Asian-jobs.com, Hispanic-jobs.com, Diversity-jobs.com, and ACCCA.org (Ref. IIIA-50).

As applicant ethnicity is one means of assessing employee equity and diversity, the Human Resources Office tracks position by position the ethnicity of its applicants and maintains annual reporting documents. According to the YCCD EEO Fall Reports from 2004 through 2009, YCCD employment of ethnic minorities and female employees has remained relatively stable with slight overall increases in the past five years (Ref. IIIA-51):

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Ethnic Minority</th>
<th>% Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>537</td>
<td>122</td>
<td>22.7%</td>
<td>348</td>
</tr>
<tr>
<td>2007-08</td>
<td>547</td>
<td>121</td>
<td>22.1%</td>
<td>265</td>
</tr>
<tr>
<td>2006-2007</td>
<td>561</td>
<td>120</td>
<td>21.4%</td>
<td>352</td>
</tr>
<tr>
<td>2005-2006</td>
<td>556</td>
<td>105</td>
<td>18.9%</td>
<td>386</td>
</tr>
<tr>
<td>2004-2005</td>
<td>565</td>
<td>108</td>
<td>19.1%</td>
<td>332</td>
</tr>
</tbody>
</table>

Self Evaluation

The college meets the Standard. District diversity reporting history shows a ten year overall trend of steady increase in ethnic minority staffing. Human Resources recruits personnel with a concerted effort to attract candidates with diverse backgrounds that reflect the population of the community the district serves. Seventy percent of respondents to the Spring 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “MJC provides programs and practices that support its diverse personnel” (Ref. IIIA-30).

Planning Agenda

None.

III.A.4.c

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The district’s commitment to fair and equitable hiring and treatment of staff and students is evidenced in its Strategic Plan, Board policies in 4000- Commitment to Diversity (See description above in IIIA.4.b), Policy 4017- Nondiscrimination, and Policy 4018- Sexual Harassment (Ref. IIIA-1, 49).
Furthermore, the district has also adopted Board Policy 4020- Employee Evaluation that recognizes the importance of the value of the evaluation process. The district has procedures for employee evaluation that have been negotiated by California School Employees’ Association, the Yosemite Faculty Association, and the Leadership Team on behalf of their constituents. For a detailed description of these processes, please see IIIA.1.b above.

The district has also negotiated grievance procedures with the California School Employees Association (Ref. IIIA-52), the Yosemite Faculty Association (Ref. IIIA-53), and the Leadership Team (Ref. IIIA-54). Students also have procedures for grievances and for appealing grades through the Office of Student Success (Ref. IIIA-55).

**Self Evaluation**

The college meets the Standard.

**Planning Agenda**

None.

### III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

### III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary**

The YCCD provides all personnel with professional development opportunities consistent with the district’s overall mission. The district provides diverse opportunities for members of all employee units; management, faculty, and classified. Managers are provided with an annual professional education program (PEP) as articulated in the *Leadership Team Advisory Council (LTAC) Handbook* (Ref. IIIA-56).

Faculty members are provided with annual professional development opportunities through sabbatical, short-term leave of absence, and banked leave opportunities that will benefit the teaching and learning needs of the college. These specific development opportunities, guidelines, and criteria are articulated in the YFA Faculty Contract (Ref. IIIA-57).

Classified employees have professional growth and educational opportunities which are contractual as well. All CSEA members are eligible to apply for and participate in approved activities. The district supports continuing education of bargaining unit members with reimbursement of eligible fees for coursework and training (Ref. IIIA-58).

Other professional development opportunities are provided by district or college resources. Information Technology (IT) provides training to all district employees on new programs and software updates (Ref. IIIA-59). The Grants Office provides annual training on grant acquisition procedures and protocol (Ref. IIIA-60), and the MJC Foundation provides funding for professional activities through mini-grants (Ref. IIIA-61). The college provides biannual Institute Days that include workshops and break-out sessions for all employees (Ref. IIIA-62). Each college provides Flex activities, such as Civic Engagement Project (CEP) events and Modesto Area Partners for Science (MAPS) at Modesto Junior College (Ref. IIIA-63). MJC recently established a college-wide professional development committee, the Staff Resource Advisory Committee, to review and plan activities for all faculty and staff (Ref. IIIA-64). This committee will pool together travel funds from each division, offering a more transparent process for funding across campus.

MJC was recently awarded a Title 5 grant (2009-10) which has greatly expanded opportunities for faculty, adjunct faculty, classified employees, and managers to apply for development monies (Ref. IIIA-65). Beginning in May 2010, faculty and staff began attending national, state, and local workshops which
address learning, teaching, and support/customer services. Criteria for determining selection of grant-funded professional development assistance include the extent to which the proposed activity addresses college strategic plan goals and the degree to which the activity promotes the achievement of student learning outcomes (Ref. IIIA-66).

Self Evaluation

The college meets the Standard. Within resource constraints, MJC is performing satisfactorily with regard to providing professional development activities to faculty, staff, and management. In the spring 2010 MJC Climate Survey, 77 percent of respondents expressing an opinion “strongly agreed” or “agreed” that “faculty is provided opportunities for professional development,” while 62 percent agreed that “staff is provided opportunities for professional development” (Ref. IIIA-30). The Staff Resource Advisory Committee, along with the Grants Office (Title 5), has begun to assess, identify, and plan staff development. The YFA contract and CSEA contract have both been re-written to address professional development needs (sabbatical, reclassification, and retraining). These changes have also added greater review and analysis of professional development activities at the college and district level.

Planning Agenda

None.

III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development activities provided directly by the district are systematically evaluated by participants. Efforts are made to collect survey results, and programs are improved based upon this feedback. The Institute Day Committee meets regularly to plan and assess survey results, making changes to development opportunities as needed to address strategic plan goals, accreditation concerns, or new academic issues (Ref. IIIA-67). Topics recently addressed have been wellness, accreditation, Student Learning Outcomes and assessment, and Title 5 grant writing opportunities.

Much review of professional activities has taken place through negotiations between the district and the Yosemite Faculty Association. Beginning with the 2007-08 round of negotiations, contract language regarding sabbatical, sabbatical review, evaluation, and column advancement were re-written to add more review and rigor to professional development requirements for faculty (Ref. IIIA-17). Additionally, the CSEA completed a full reclassification study during 2008-09. This reclassification included staff review of all professional activities and rewriting of job descriptions for each staff position on a district-wide basis (Ref. IIIA-68). MJC has created a review process for activities completed within the FLEX accounting system. These results can be systematically reviewed, identifying strengths and weaknesses of each program faculty and staff participate in (Ref. IIIA-69). Furthermore, the previously referenced Title 5 professional development support program includes an evaluation component for each funded activity (Ref. IIIA-66). Additionally, the YCCD purchased Class Climate survey software. This software has enabled each college and division to poll students, staff, faculty, and administrators regarding professional development opportunities and base future improvements upon this data (Ref. IIIA-70).

Self Evaluation

Significant progress has been made toward addressing this standard over the last several years. MJC now has a Staff Resource and Advisory Committee to identify, review, and evaluate such activities. The college has initiated professional development opportunities for all staff, faculty, and management within MJC and the district offices through new Title 5 funding. Applicants for professional development support have been asked to begin incorporating elements of assessment into their proposals.
Planning Agenda

The college will conduct a comprehensive assessment of all faculty and staff professional development activities and programs at the end of the 2010-11 academic year and annually thereafter.

III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is the primary directive in the Yosemite Community College District. The district’s planning activities, mission and vision, Strategic Plan, Educational Master Plan, Facilities Master Plan, all reflect the high value the college and the district place on all human resources—trustees, staff, faculty, and administrators—as do the college’s mission, Strategic Plan, and reorganization of institutional structures.

Yosemite Community College District’s Strategic Plan identifies quality staff as a top goal district-wide, as is providing “a positive and rewarding work environment that is successful in attracting and retaining highly professional and diverse staff.” College integrated planning regarding adequate staffing includes ties to the overarching District Strategic Plan (Ref. IIIA-49). Additionally, a district fiscal representative serves on the college’s Planning and Budget Committee, which reviews college staffing priorities (Ref. IIIA-71). The district office of Human Resources is the service agent in recruiting employees based upon the determination and approval of the institution’s Planning and Budget Committee. At MJC, integration of human resource planning with institutional planning is achieved through the resource prioritization process conducted annually under the auspices of the Planning and Budget Committee (Ref. IIIA-37). Additionally, long-term human resource needs are identified as part of the multi-year budget plan prepared by the Vice President for College and Administrative Services and reviewed and approved by the Planning and Budget Committee.

The recent funding of the district’s Measure E bond has sparked aggressive modernization of buildings and construction of many new structures on both the East and West Campuses (Ref. IIIA-72). District Facilities Planning and Operations has identified staffing needs by project through 2014 (Ref. IIIA-73). These needs are also incorporated into the college’s multi-year funding plan through the Planning and Budget Committee’s Total Cost of Ownership Plan, adopted in fall 2010 (Ref. IIIA-74). Preliminary growth calculations for security officer additions were identified for 2008-2013 and are based upon an employee plus student increase to determine officer need (Ref. IIIA-75). State budget cuts are expected to impact these district departments.

State budget cuts continue to impact the institution’s ability to plan adequately for staffing at all classification levels. The Planning and Budget Committee is charged with overseeing the prioritization of faculty, staff, and administrative positions for hire. The committee includes the college President, Vice Presidents of Instruction, Student Services, and College Administrative Services, Academic Senate appointees, the Director of Research and Planning, a Student Services administrator, YFA appointees, CSEA appointees, Instructional Deans, a YCCD Fiscal Service administrator, and a student body representative (Ref. IIIA-71). Recently, this committee has begun to discuss the need to review college budget expenditures from the base up rather than to depend solely on newly anticipated revenue to meet high-priority staffing needs (Ref. IIIA-76). This dialogue has now begun to occur among other constituent groups, including the Academic Senate and collective bargaining units.

Self Evaluation

The college meets the Standard. The YCCD works with the Board of Trustees to identify hiring priorities based upon its community and staffing needs. The district remains committed to a goal of 75/25 ratio of fulltime to adjunct faculty. Since massive retirements in 2004, 30 faculty positions still have not been replaced, but due to enrollment
reduction, the reduced Full Time Obligation (FTO) has not necessitated the replacement of these positions. Some programs have lost their only full-time faculty due to retirement, causing falling enrollment in those disciplines, and a lack of voice in planning committees.

Despite enrollment limitations and cuts to categorical funding by the state in 2009-10, the district and MJC have remained committed to limiting layoffs. This has tightened district and college budgets but demonstrates a commitment to preserving human resources and the services they provide. With the percentage of the college budget devoted to salaries and benefits now approaching the mid-90s, this commitment may not be sustainable in the long-run.

Upon improvement of the state budget, staffing needs will need to take priority within the college and the district. In particular, the need to address the total cost of ownership of newly constructed, bond-funded facilities is paramount. Additionally, classified staff, faculty, and administrative positions which have not been replaced will need to be reconsidered in the context of overall institutional needs. This will require clear and transparent processes that are now in place.

**Planning Agenda**

The college will address the total cost of ownership of new facilities as well as the cost of restoring positions previously lost to attrition through the recently developed annual and long-range resource allocation processes.
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11. Selection Committee Membership, MJC President, 2010
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13. Leadership Team Handbook: Management Evaluations (Pg. 16)
14. Classified Staff Evaluations Notification Example
15. MJC Office of Instruction: Faculty Evaluation Cycle
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20. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop, May 6, 2010
21. Assessment Work Group
22. Modesto Junior College Comprehensive Assessment Report, 2010
23. Fall 2010 Institute Day Program
24. Accreditation News, June 1, 2010
25. Leadership Team Handbook: Ethics Statement (Pg. 6)
27. MJC Catalog 2010-2011
28. Modesto Junior College, Strategic Plan, 2008-2013
29. College Council Minutes, Prioritizing Goals for the College, 2010-2011
30. Modesto Junior College Climate Survey Analysis, Spring 2010
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32. MJC Unfilled Positions, 2010-2011
33. MJC Administrator, Faculty, and Staff Enrollment to Staffing Statistics, Fall 2009
34. YCCD Reported FT/PT Ratios, 2004-2009
35. 2009-2010 Planning and Budget Committee (PBC), Prioritization Criteria
36. 2009-2010 Planning and Budget Committee, Hiring Prioritization Process
37. 2010-2011 Planning and Budget Committee, Hiring Prioritization Process
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42. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD, (Personnel File Review, Pg. 21)
43. Civic Engagement Project (CEP)
44. CEP Webinar: Promoting the Development, Achievement and Persistence of Students from Diverse Backgrounds
45. International Student Program
46. Lost Boys of Sudan Speech, November 2010
47. Associated Students of Modesto Junior College (ASMJC)
48. ASMJC’s Lunch and Learn Schedule
49. Yosemite Community College District, Strategic Plan 2007-2015
50. Evidence of Advertising in Asian-jobs.com
51. YCCD EEO Fall Reports from 2004-2009
53. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD, (Article 11, Pg. 33)
54. YCCD Leadership Team Handbook: Section J (pg. 24)
55. Grievance Process for Students
56. YCCD Leadership Team Handbook: PEP Funds (Pg. 15)
57. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD
59. YCCD Information Technology Training Website
60. YCCD Grants Office Training Information
61. Modesto Junior College Foundation Mini Grants
62. Program for Flex Activities before Institute Day
63. Modesto Area Partners for Science (MAPS) Website
64. Staff Resource Advisory Committee
65. Title 5 Grant
66. Application for Professional Development Monies, Title 5
67. Institute Day Planning Work Group Meeting Minutes
68. 2008-2009 YCCD/CSEA Reclassification Study
69. Professional Development Committee
70. Class Climate Evaluation Tool Template
71. Planning and Budget Committee: Charge and Membership
72. YCCD Measure E Bond Projects Website
73. YCCD Facilities Staffing Projections, 2014
74. Planning and Budget Committee: Total Cost of Ownership Plan, 2010-2015
75. YCCD Security Staffing Plan, 2008-2013
76. College Council Meeting Minutes, Budget Issues, October 2010
Standard III.B  Physical Resources
**Standard III. B. Physical Resources**

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

Modesto Junior College currently maintains three sites: the East and West Campuses, located approximately two and a half miles apart on the east and west sides of Highway 99, and the Beckwith Ranch (a satellite facility maintained for agricultural purposes). The East Campus (the college’s original site) is situated on approximately 54 acres, surrounded by residential dwellings on the north and east) and commercial/industrial establishments to the south and west [Ref. IIIB-1]. The campus fronts on College Avenue, between Stoddard and Coldwell Avenues. The Great Valley Museum, a community-based learning-exhibit facility, which has strong ties to MJC’s Science, Mathematics and Engineering (SME) Division, is located at the southeast corner of the site on its own parcel of land. The West Campus, sited on approximately 167 acres, fronts on Blue Gum Avenue off Carpenter Road [Ref. IIIB-2]. Many of the college structures have been replaced or renovated since the opening of MJC in 1921. Currently, eight of its 36 structures are two-story buildings.

In 2004, voters in the Yosemite Community College District approved a $326 million general obligation bond (Measure E) for the repair, upgrade, and new construction of Modesto Junior College and Columbia College facilities and the expansion of college educational sites in Patterson, Oakdale, Turlock, and Calaveras County. Modesto Junior College was allocated $220 million, Columbia College $52 million, and the district’s Central Services $53.5 million. Educational sites in Turlock and Patterson are under the supervision and direction of MJC; Columbia College oversees sites in Calaveras County and Oakdale [Ref. IIIB-3].

The Modesto Junior College Measure E construction and renovation projects were selected using a multi-year campus-wide evaluation of existing facilities and future-projected data regarding program and enrollment growth. These projects were initially identified within the Yosemite Community College District Facilities Master Plan, were approved by voters in 2004, and have been given authorization by the Citizens’ Bond Oversight Committee and the YCCD Board of Trustees. These projects will be implemented in three phases between 2005 and 2013 [Ref. IIIB-4].

With the passage of Measure E in 2004, the college commissioned a new Educational Master Plan and updated the MJC Facilities Master Plan. The Educational Master Plan has directed the building program at the college supported by Measure E funds [Ref. IIIB-5]. Sixteen specific projects were identified via the Facilities Master Plan [Ref. IIIB-6]. To date, one major building renovation has been completed, four new projects have been completed, and five other projects are in the construction phase on both the East and West Campuses. Six other projects utilizing Measure E funds are in various stages of planning. The Program Management Plan (PMP) is the road map for the implementation of the Measure E Bond Program and includes projects throughout the Yosemite Community College District [Ref. IIIB-7].

The Five-Year Scheduled Maintenance Report, submitted to the state every year, is a “nuts and bolts” document that helps the college ensure that it monitors and maintains the physical plant [Ref. IIIB-8]. This document helps ensure that all divisions and areas follow a required process. This report also helps determine what an item and/or project will cost, when it should be replaced and/or repaired, and where the funding will come from for the project. The maintenance of facilities and grounds is planned, scheduled, and provided through the district’s Facilities Planning and Operations Office. The grounds of both the East and West Campuses are regularly maintained. Members of the college community use a physical plant software module to request repair needs or identify items that need attention. This module is available online, and all areas of the district use this software to submit work orders.

The Five-Year Construction Plan (2006-2010), annually submitted to the state, is another report that the institution uses to effectively evaluate the needs of programs and services [Ref. IIIB-9]. This document breaks down the capacity and load ratio of every
Facilities Planning & Operations

Director
Tim Nesmith

Assistant Director/Campus Facilities Manager I
CC
Judy Lanchester

Executive Secretary
Peggy Paddack

Administrative Assistant
(1 Position)

Mechanical/Energy Systems Manager
Daniel McCarty

Maintenance Specialist
HV AC
(5 positions)

Maintenance Assistant
(1 position)

Administrative Assistant
(1 position)

Administrative Technician
(1 Position)

Kitchell Measure E Program Management

Campus Facilities Manager II
MJC
Dave Keene

Trades Maintenance Leads
(4 positions)

Maintenance Specialist
(7 positions)

Maintenance Technician
(1 position)

Maintenance Assistant
(2 positions)

Grounds Specialist Lead
(1 position)

Grounds Maintenance Technician
(8 positions)

Custodial Services Manager
(1 Position) Vacant

Custodial Supervisors
(2 positions)

Custodians
(33 positions)

Administrative Assistant
(1 Position)

CC Maintenance Technician
(3 positions)

CC Maintenance Specialist
(2 positions)
(1)Carpenter (1) HVAC

CC Grounds Specialist Lead
(1 position)

CC Grounds Maintenance Technician
(1 position)

CC Custodian Lead
(1 position)

CC Custodian
(5 positions)

CC Administrative Assistant
50% Position
area of the physical plant and its use. According to the findings of this document, MJC is extremely efficient in its usage. The section “Room Use Detail Report” further indicates the means by which the institution monitors the needs of the college. The institution evaluates the effectiveness of its facilities and equipment in an ongoing process. The Space Inventory Report, updated every year, monitors this area [Ref. IIIB-10]. This report clearly defines what room is being used, what items are in the room, and how effectively the space is used. It also helps the institution define how effectively the buildings are being used. According to this document, MJC meets the state standard for room utilization. The Space Inventory Report indicates that office space, laboratories, and AV/TV categories are areas that need attention.

The Facilities Master Plan (FMP) specifies the future needs and potential areas of growth for the institution [Ref. IIIB-6]. This report offers estimated costs on future projects and a narrative for each “new” project along with its justification. This document is the way the institution considers the needs of programs and services when planning its buildings. One of the primary functions of the FMP is to evaluate facilities and to suggest improvements. In terms of safety, the institution executes routine maintenance according to its Routine Maintenance Plan [Ref. IIIB-11].

The MJC Facilities/Capital Construction Advisory Committee, reporting to the college President and convened by the Vice President of College and Administrative Services, analyzes and prioritizes all capital projects, including remodels and new construction at the college [Ref. IIIB-1]. Any changes to the MJC Facilities Plan are reviewed through this committee. Requests must include an analysis of the change’s effect on the college’s Strategic Plan, be included in the requesting unit’s program review, and be supported by data. Recommendations from the Facilities/Capital Construction Advisory Committee are forwarded to the college President for action [Ref. IIIB-11]. With an expected completion date of 2013, the Measure E building program will provide the necessary physical environment to support teaching and learning at the college.

Physical resources—which include facilities, equipment, land, and other assets—support student learning programs and services and improve institutional effectiveness. All physical resource planning is integrated with institutional planning. The college supports and integrates campus-wide facilities needs into the MJC Strategic Plan, the Facilities Master Plan, and the Educational Master Plan [Ref. IIIB-5-7]. In addition, the college’s facilities needs are integrated with the district’s Facilities Master Plan. In the organizational structure of the district, facilities is a district function. District staff and management work with college personnel to ensure support for all learning programs and services at the college.

The institution has begun a three-year process leasing desktop computers through Dell. In addition, a USDA grant has provided two-way video conferencing equipment to enhance communication among Columbia College, the West Side Center in Patterson, and Modesto Junior College [Ref. IIIB-11]. Equipment is maintained and replaced through a set process that begins at the departmental level and moves through the resource allocation process at the college and/or the FMP [Ref. IIIB-6]. The student productivity model has determined effective use of facilities and equipment.

New growth on the West Campus continues with the construction of several new instructional buildings: the Allied Health Building (set to open in fall 2011), the Ag Pavilion (opening fall 2011) and the Science Community Science Center (2012). Construction is underway on renovation of Founders Hall, funded via the Measure E bond as well as the new Student Services Building slated for an October 2011 opening. The Art Building had a new HVAC system put in during summer 2011.

With the passage of the Measure E bond in 2004, the college is in the position to address years of deficiencies in facilities needs. Using the funds provided by Measure E, MJC has developed a building program that is integrated with all other planning processes at the college as well as the district. The college has put in place a process that ensures that the implementation of Measure E will be conducive to student learning and that all constituent groups have an opportunity to provide input. Open forums
and planning sessions to seek feedback have been held numerous times during the past three years at the college [Ref. IIIB-19]. There is a monthly update on MJC’s building and renovation projects at the YCCD Board of Trustee meetings [Ref. IIIB-20].

The Measure E funded construction of nine new instructional and student support facilities and the substantial renovation of four existing facilities will significantly increase the amount of space that will need to be staffed and maintained and will also increase the operating costs of the college as a result of higher utility payments. Planning to address these needs has been incorporated into institutional plans via the establishment of a multi-year Total Cost of Ownership plan [Ref. IIIB-21]. Fully funding this plan will require a significant increase in apportionment revenue from the state in conjunction with reallocation of existing funds currently being allocated to lower priority institutional needs.

III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Safety and accessibility of facilities is a consistent theme across the college. Both campuses are patrolled 24 hours a day, 7 days a week, and fire monitoring is handled on campus in a 24/7 central dispatch station. Campus Safety and Security encompasses security operations for the college community, disaster preparedness and planning, and Health and Safety [Ref. IIIB-22]. Included in the services offered to the campus are parking services, such as battery jumps, door unlocks, locator services, and escort service. Campus Safety has an office presence to assist students on both campuses: John Muir Hall on the West Campus and Student Center on the East Campus. Emergency call boxes are available in all major parking lots. Each parking lot is designated by clear signage that includes the phone number for Campus Safety. The campuses are patrolled by vehicle, bicycle, and on foot. The Annual Security Report is made available to all students and employees through the class schedule, college website, and Campus Safety website [Ref. IIIB-23]. Campus Safety leaders consult with stakeholders for new capital construction projects to improve the safety of college buildings.

The college has an Emergency Response Plan that, when initiated by decision of the Acting President, puts into place measures for the institution to respond appropriately to emergencies. In 2009, the Director of Campus Security prepared and implemented the college’s Comprehensive Emergency Operations Plan (CEOP) [Ref. IIIB-24]. The director is also responsible for ensuring that all students, faculty, and staff are trained and prepared for emergencies. Building evacuation drills are conducted each semester (fall and spring); the college’s emergency phone system is tested each year; and personal safety workshops are held at the beginning of each semester for students and staff [Ref. IIIB-25]. Members of college management have participated in numerous tabletop drills and exercises on disaster preparedness [Ref. IIIB-26]. All administrators have completed the National Incident Management System (NIMS) training as well as several components of the SIMS training. Crisis response boxes (stocked with emergency equipment) have been placed in strategic locations on both campuses. The college participates in the AlertU system; at the time of this writing there were 2,309 students, staff, and faculty enrolled in the program [Ref. IIIB-27]. Emergency phones have been placed in all classrooms. The college is also installing a new broadcast public address system for use in an emergency.

The college has security measures to prevent theft of equipment and instructional materials. Locks and other security devices are used throughout the college. During evening hours, security personnel walk the perimeters of the college and each building, check all locks, and keep a watchful eye. During the day, security personnel use campus vehicles to monitor safety issues, especially when student use is high. Students and staff may obtain the annual security report that contains crime statistics and statements of security policies by contacting Campus Safety to request a copy. This information
is also published in the Schedule of Classes and on MJC’s website [Ref. IIIB-28]. To report emergencies, telephones in classrooms, offices, and call boxes throughout campus (that list their location by just dialing 9-1-1 to reach security) are available. Also on file with the Student Development Office is the emergency locating service so that family members and others are able to contact students on campus and in class if necessary.

YCCD Facilities Operations is an important component in maintaining the safety of the college campuses. Campus facilities are regularly assessed for occupant safety at different levels. Fire alarm systems for all campus facilities have been evaluated to ensure functionality. Facilities staff and contractors conduct regular inspections of fire-life-safety equipment and major mechanical systems. Buildings have been evaluated to determine structural integrity, systems integrity, and safety issues for users of the facilities. The MJC Facilities Master Plan reflects the results of these studies and reports, and plans are in place to address deficiencies [Ref. IIIB-6]. In 2009, an assessment of the Art Building on East Campus was conducted; based upon the results, a $1.5 million remodel of the building was approved by the college President to upgrade the building to remediate health and safety concerns [Ref. IIIB-29].

The Facilities/Operations Department receives work orders from the college via the district’s Datatel system and prioritizes and categorizes them as follows [Ref. IIIB-30]:
1. Safety
2. American with Disabilities Act (ADA)
3. Routine
4. Modernization

Immediate safety concerns are brought directly to the college President for prompt action. Safety issues are always given the highest priority in any discussion and are the driving force in terms of decisions/recommendations that are made.

Modernization work orders are funded by the division/department making the request. All other requests (repairs/maintenance related to instructional equipment, office equipment, maintenance of outdoor fields, etc.) are assessed using the above system and funded through the district.

Each year, the Facilities/Operation Department works with the district’s liability insurance provider to identify potential risk management concerns. The provider conducts an evaluation of all campus buildings and conditions to help identify potential safety hazards [Ref. IIIB-32]. The district is committed to maintaining a safe campus and addresses all recommendations in the report. In addition, the liability insurance provider provides trainings and resources for staff on safety, health, and risk management issues.

The State Chancellor’s Office conducts a facility condition assessment every three years [Ref. IIIB-31]. The results of these assessments are posted to the Facility Utilization Space Inventory Option Net (FUSION) website. The results are used to prioritize critical needs and evaluate scheduled maintenance and capital improvement projects.

A Space Inventory Report is conducted annually by the Facilities Planning department. This information is shared with college administration to reveal where divisions and/or departments may be overbuilt or underbuilt and identify areas of need and improvement [Ref. IIIB-40].

The Facilities Events Office oversees the assignment and scheduling of the appropriate facilities for the type of event or class being scheduled. Most classrooms are assigned to certain instructional departments, giving them priority for scheduling. This information is provided to the Facilities Events Office by the college’s Office of Instruction. Multiple reports are available through the Event Management System to help facilitate scheduling. Facilities staff assists in maintaining the physical inventory of chairs, desks, and equipment in each instructional area. Community groups wishing to use the college’s facilities must produce proof of liability coverage and are charged usage fees to offset costs [Ref. IIIB-33].

The district does not currently own any off-site facilities. All off-site facilities currently in operation are leased [Ref. IIIB-34]. Leased facilities are inspected to ensure that they meet the same
safety and sufficiency criteria as regular campus facilities. The locations are reviewed to ensure that they fully support the equipment and instructional needs being offered. One leased off-site facility is located at Patterson High School; three others are located in commercial buildings in close proximity to the campuses. Maintenance of the off-site leased facilities is handled under lease agreement and maintenance contracts. One of the three leases expires in August 2011, and the other two expire in May 2012. At the expiration of these leases, the entities occupying the space will be relocated to one of the two college campuses.

For instruction held off-site, safety and security are provided by the agency signing the facility contract. A Facility Use Agreement must be on file and approved by the Executive Vice Chancellor for Fiscal Services and the individual of the host organization [Ref. IIIB-35]. The mandated health fee, which provides minor emergency medical attention at the Health Services office, covers students on campus as well as off campus during the class offering.

Self Evaluation

YCCD Facilities/Operation Department ensures the safety and sufficiency of the college’s physical resources. The district has in place processes through which safety and other concerns can be addressed. Seventy percent of faculty, staff, and administrative respondents to the spring 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “MJC facilities are constructed and maintained to assure access, safety, security and a healthy learning and working environment [Ref. IIIB-36].” As part of its program review, the Facilities Department is continuing to improve its support of the college’s student learning programs and services [Ref. IIIB-37]. The district and college have made significant progress in emergency planning that will help ensure the safety of students and staff. A critical component of emergency planning is the improvement of security of facilities: emergency phones in classrooms and parking lots, installation of public broadcast systems.

Planning Agenda

None.

III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The planning documents that guide the building of new facilities and major renovations of existing facilities are the college’s Educational and Facilities Master Plans [Ref. IIIB-4]. The college used a consultant to assist in the development of the Educational Master Plan, but the sources of information were college faculty, staff, and data. These plans project building needs to 2020, and break implementation into three phases. The college, using Measure E funds, is currently in Phase One.

When the institution begins planning for new buildings based on the Measure E timeline, a planning committee is formed consisting of individuals from the instructional/support service areas to be housed in the building. The committee includes a group of people that consists of administrators, faculty, and classified staff [Ref. IIIB-38]. These groups meet regularly with the architects and the construction managing firm to plan the building to fit their particular needs and to stay within the agreed-upon guidelines for the project. The information that is provided by each individual project group is then passed along to the MJC Facilities/Capital Construction Advisory Committee and to the President’s Cabinet as well as the YCCD Measure E Committee. This is to assure transparency and open communication on projects. The construction management firm hired by the district to oversee the bond program provides monthly updates to the Board of Trustees on each college’s building projects. Any major change to the MJC Facilities Master Plan is brought before the board for review and action [Ref. IIIB-4].

The college uses several processes and reports to ensure that program and service needs determine equipment, replacement of equipment, facility, and maintenance needs. For maintenance of facilities on a district-wide level, a Facilities Assessment Report...
is submitted to the state [Ref. IIIB-40]. This report evaluates and assesses all facilities and is submitted every three years. A Scheduled Maintenance Report is submitted annually to the state. This report designates the college’s needs for scheduled maintenance and requests state funding for the projects. A Space Inventory Plan is also reported annually to the State on the efficient use of facilities. For immediate and routine maintenance needs, the Facilities/Operations Department has a routine work order system that can be accessed by employees to report needed repairs in their areas.

At the college level, area needs are articulated through the program review process in instruction, student services, and administrative units. Through program review, each unit reports annually the needs of its departments or divisions [Ref. IIIB-41]. This information is compiled by the Instructional Administrators’, Student Services’, and Administrative Planning Councils and forwarded to the Planning and Budget Committee, which makes recommendations to the college President concerning resource allocation. MJC Instructional Technology Committee (ITC) is charged with annually evaluating the current technology throughout the college and providing a document that addresses computer technology replacements, upgrades, and maintenance of equipment. The original planning document, the Technology Plan, was created in October 2007, and the committee continues to meet and update this document as needed [Ref. IIIB-17]. The college also uses the Facilities Master Plan [Ref. IIIB-6], Educational Master Plan [Ref. IIIB-5], and the Strategic Plan [Ref. IIIB-14] to make sure that all areas address their facility and equipment needs for their programs in the resource allocation process.

Currently the college and district use the State Inventory Report and the Five-Year Construction Plan to assess space utilization, both of which help the college to determine how efficiently it is utilizing current facilities in relation to academic programs. The college utilizes an Events Management System (scheduling software program) to book additional events, meetings, and workshops and ensure that the college is utilizing facilities as closely to capacity as possible. These additional bookings are for events that are both academic and non-academic. A non-official report can be run from this system to see how efficiently the college is using its facilities. The most recent space utilization for the college’s facilities (according to the most recent district report) shows that the utilization of AV/TV, lab, office space, library space, and lecture space is adequate [Ref. IIIB-42].

Self Evaluation

The college meets the Standard.

Modesto Junior College and the Yosemite Community College District have developed the necessary policies and processes to ensure that all new and renovated facilities are effectively utilized and to provide quality learning environments for students and staff. The Education and Facilities Master Plans have been followed within reasonable parameters. Alterations have been made only to address a change in student demand or funding. For example, when the library project did not receive state funding, the scope of the project changed from a new building to a renovation of the existing facility [Ref. IIIB-43].

Planning Agenda

None.

\textbf{III.B.1.b}

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The YCCD Facilities/Operations Department is responsible for the maintenance of all campus facilities to ensure compliance with college and district plans; to ensure a safe, secure, clean, accessible environment; and to provide adequate maintenance of campus grounds. Having two campuses two and a half miles apart provides unique challenges in meeting these responsibilities.
All facilities are built and remodeled to the standards required by the Office of the Division of the State Architect (DSA) [Ref. IIIB-44]. The DSA follows structural guidelines as set by the Field Act of 1933. Additionally, a state team comes in every three years to inspect facilities and grounds on the campuses. The team inspects for such items as rot, gutters, raised sidewalks, welds around transformers, and leaky roofs. The team also reviews building plans and the categorization of each building as it is listed in the Space Inventory Report.

One of the primary roles of the Office of the Division of the State Architect (DSA) is that of access compliance. DSA reviews fire, life, safety, and access compliance issues (including signage, ramps, path of travel, height of signs, specs for drinking fountains, elevators, etc.) for all new construction, remodels, and special maintenance.

MJC’s Americans with Disabilities Act Committee (A.D.A. Committee) brings access compliance issues to the attention of the Modesto Junior college president or to the Yosemite Community College District’s Facilities Planning & Operations Department [Ref. IIIB-45]. These requests are given a high priority and are the driving force in terms of decisions/recommendations that are made. A majority of the East Campus’ buildings were built before the passage of the Americans with Disabilities Act. With the passage of Measure E in 2004, the college has been able to address barriers to access in new construction projects, modernization projects, and infrastructure improvements [Ref. IIIB-46].

Both the college and the district have placed a high priority on ensuring a safe and healthful learning and working environment. In all instances in which work is performed on or around hazardous materials, the appropriate precautions are taken. As stated earlier in the report, any concerns about personal safety are given the highest priority at the college. For example, any employee can request an ergonomic assessment of his/her workstation [Ref. IIIB-47]. District personnel will work with individuals to ensure that the correct equipment is available to use. Any sign of mold is treated immediately by trained professionals. Designated smoking areas are clearly identified; students are encouraged by Campus Safety Officers to smoke in the appropriate areas [Ref. IIIB-48].

For the majority of off-site facilities rentals/leases, the property owners are responsible for the upkeep and maintenance of the facility. For example, the Patterson educational site is currently housed at Patterson High School and maintained by Patterson High School District. There are some rental agreements where the Yosemite Community College District (YCCD) is responsible for certain portions of the maintenance. For example, the lease for The Center for Continued Learning on Carpenter Road requires YCCD to hire maintenance contracts for HVAC, plumbing, and other services [Ref. IIIB-49].

**Self Evaluation**

The college meets the Standard. The college assures that the physical resources where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. The off-campus facilities meet the needs of the college as well. The college administration and the district’s Facilities Director give their highest priority to any safety issues that need immediate attention and action.

According to the spring 2010 MJC Climate Survey, 69.8 percent of those surveyed “strongly agreed” or “agreed” that Modesto Junior College facilities are constructed and maintained according to this standard. However, those surveyed were split down the middle (50.2 percent “strongly agreed” or “agreed,” and 47.7 percent “strongly disagreed” or “disagreed”) regarding the statement that “Interiors of classrooms, offices and restrooms are adequately maintained [Ref. IIIB-36].” The YCCD Facilities/Operations Department prepared and submitted a staff report to the chancellor regarding custodial, groundskeeping, and maintenance staffing. The report utilized formulas provided by the state of California for custodians, maintenance workers, and groundskeepers. Using those formulas, it was determined that the district is fifty percent understaffed in all three of these areas [Ref. IIIB-50]. This situation will be exacerbated as additional bond-funded facilities come online.
Planning Agenda

The district must address the lack of custodians, maintenance workers, and groundkeepers by developing and implementing a long-range staffing plan that takes into consideration the total cost of ownership of existing and not-yet-completed bond-funded projects.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

YCCD and MJC regularly evaluate the college’s facilities and equipment needs. Facility planning is an ongoing process, as the state-submitted Five-Year Construction Plan is evaluated and updated annually [Ref. IIIB-9]. The Initial Project Reports (IPP) and the Final Project Reports (FPP) are also part of the process that results in additions to the Facilities Five-Year Plan [Ref. IIIB-51]. These reports provide a brief description for the college to determine effective utilization of its space. Included are classrooms, laboratories, office space, etc. Following the college’s five-year plan is an annual Space Inventory Report that characterizes the space utilization report and the cap load report. Administrators utilize these reports to determine scheduling of classes and other activities.

Individual facilities are evaluated annually at the instructional, student services, and administrative unit levels as part of the program review at the college. Operational areas and instructional areas have the opportunity to request additional space and/or renovations to existing space through this process based on need. Facility requests are prioritized in either the Administrative or Student Services Council and forwarded to the Planning and Budget Committee for resource-allocation recommendations to the President. Scheduled maintenance funds, when available, are allocated via similar processes.

Instructional and operational equipment needs are also addressed annually in program review. For instructional programs, equipment needs are prioritized at the division level and forwarded to the Vice President of Instruction to allocate resources. Operational equipment needs are prioritized in the Administrative Council, forwarded to Planning and Budget for review and recommendation. In the college’s Technology Plan, computers are replaced through a lease program [Ref. IIIB-52].

Self Evaluation

The college meets the Standard.

To assure the feasibility and effectiveness of physical resources in supporting instructional programs and services, MJC plans and evaluates its facilities and equipment on a regular basis. The program review process, the annual updates to the Five-Year Construction Plan, Space Inventory Report, and the Computer Replacement Plans ensure that facilities and equipment are evaluated on a regular basis. Equipment needs, both instructional and operational, are identified, prioritized, and funded through the college’s planning and resource-allocation processes.

Planning Agenda

None.

III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Modesto Junior College has a number of long-range capital projects that are based on its educational planning and that support its mission. Long-range capital plans include the Facilities Master Plan, the Five-Year Construction Plan, and the college’s Strategic Plan.
On Fall Institute Day 2008, the entire college community received a copy of the Strategic Plan 2008-13 created by Modesto Junior College. The plan’s major purpose is to integrate the processes of planning, allocating resources, and conducting evaluation. The plan contains the overarching goals and objectives of the college [Ref. IIIB-53].

The Education Master Plan (EMP) [Ref. IIIB-5] and the Facilities Master Plan (FMP) [Ref. IIIB-6] drive the long-range planning goals from the perspective of capital outlay. The long-range plan for facilities and equipment is initiated at the college through the EMP. Unit administrators and their faculty and staff update the goals and needs as they participate in the annual planning, including facilities, equipment, and staff, for their unit program review [Ref. IIIB-5]. The goals and needs of the EMP are closely tied to the goals in the Strategic Plan. Once individual unit program reviews are completed and needs prioritized, they are submitted to the Planning and Budget Committee for review and recommendation.

Along with the EMP, the college has the 2008 Facilities Master Plan [Ref. IIIB-6]. This report specifies the future needs and potential areas of growth for the college. The plan offers projected costs on future projects, and it also offers a narrative explaining why each new facility project is needed. This document, therefore, expresses the college’s consideration of the needs of services and programs when planning its building.

In 2004, YCCD successfully passed Measure E, a $326 million local bond measure intended to modernize and improve academic and parking facilities; MJC’s allocation of the general bond measure was $220 million [Ref. IIIB-55]. To ensure the college had enough funds to complete the building projects, one of the objectives of the bond measure was to qualify the college for matching state funds for projects included in the Five-Year Construction Plan for new and/or remodeled facilities, as well as a proposal to the state Chancellor’s Office for various projects based on enrollment numbers and eligibility for new facilities according to state standards. The YCCD Chancellor’s District Council, which includes both college Presidents, prioritizes these plans. College building projects are submitted for approval to the state on an annual basis [Ref. IIIB-9]. As with most capital outlay projects, facility approval is contingent upon future state bond funding and the buildings’ placement within state priorities for new construction. At the time of the most recent computations, the college’s load/cap ratios were insufficient to qualify for state bond funding.

In addition to the major renovation and Measure E construction projects, there are also smaller, less expensive scheduled maintenance projects submitted to the state for approval. In the state’s annual apportionment, there is a budget line item for scheduled maintenance projects with a cap of $400,000. The college’s Five-Year Scheduled Maintenance Report, which is submitted to the state every year, is a document that helps determine what a project will cost, when it should be repaired and/or replaced, and where the funding will come from [Ref. IIIB-9]. Also, about $11 million dollars of Measure E bond funds have been allocated to scheduled maintenance projects, which range in scope from replacement of the MJC stadium lights and running track surface to more basic infrastructure repairs of hardware, HVAC equipment, and building finishes [Ref. IIIB-18].

The facilities, capital projects, and maintenance section of the Educational Master Plan, approved on February 21, 2007, formulates the basis of the college’s long-range planning efforts as it moves forward with the completion of the Measure E bond [Ref. IIIB-5]. Having been prepared, revised, and ultimately approved through the shared governance process, the plan represents the college’s consensus on the recommended long-range planning focus. Through the refinement and approval of the Facilities Master Plan, the Five-Year Construction Plan, and the ongoing facility construction of the Measure E bond program, the college will be able to effectively address and implement measures that support these strategic planning goals.

Other than the Lifelong Learning Center, Security Office, and Patterson extension site, the college has not recently purchased or leased additional sites or buildings. As a result, total cost of ownership for the college’s physical assets generally includes utility costs (two million dollars annually), maintenance and repair costs, project costs (including testing and inspection, labor, planning, design, and contingency) and Facilities and Operations staffing costs.
Project costs are assigned to the Vice President of College and Administrative Services and the Project Manager hired to oversee completion of the Measure E bond program. Annual allocations for utilities and maintenance and repair projects are recommended by the Director of Purchasing & Related Services based on evaluation (analysis) of previous needs and expenditures [Ref. IIIB-56]. Facilities and Operations staffing levels have been determined by the college’s consultation process based on resource availability and prioritization. The college’s annual program review process has allowed for a clear identification of staffing needs. Long-range capital plans support institution improvement; however, total cost of ownership has not historically been a significant factor in facilities planning and equipment purchases.

Self-Evaluation

In the past, capital improvement, long range planning and educational program planning have not always been developed in coordination with each other. However, since MJC’s 2005 Accreditation Self Study, two major planning efforts have come together, greatly improving the college’s long-range integrated planning. The college has developed a 2008-13 Strategic Plan [Ref. IIIB-14], and program review is now connected to the Educational Master Plan and the rest of the college’s planning processes. As a result of this improvement in collaborative planning, the college has a long-range capital improvements plan in place that accurately reflects the needs of the college and is effectively linked with its assessment of student learning. To oversee and manage the scheduling and implementation of the current long-range plan supported by Measure E bond funds, the college has contracted with Kitchell Corporation, a program management firm [Ref. IIIB-57].

Although established, the Total Cost of Ownership process at the college has not resulted in the hiring of the additional staffing required for the amount of square footage the college occupies [Ref. IIIB-58]. Since 2005, resources have not been allocated to resolve this deficiency while additional buildings have been leased or renovated, creating additional space and grounds to maintain. In the absence of a conscientious effort to address this need, prevailing levels of dissatisfaction with building upkeep noted by faculty, staff, and administrators (47.7 percent in the 2010 MJC Climate Survey) are likely to persist [Ref. IIIB-36]. It is, therefore, essential, that multi-year funding plans and projections that address total cost of ownership be developed at both the college and the district level. The implementation of the college’s processes linking program review and resource allocation are designed to address these concerns, but these annual processes must be augmented by longer-range financial plans and implementation strategies.

Planning Agenda

At the time of this writing the college is in the process of formulating a multi-year funding plan that addresses the total cost of ownership of existing, renovated, and newly constructed facilities, and discussions are under way at the district level geared toward the development of a similar plan to address district needs. These plans must be adopted and strategies to identify and deploy resources toward identified needs must be implemented.

III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Physical resource planning at Modesto Junior College utilizes a broad range of organizational tools to assure that decisions are tied to overall institutional planning processes and that those processes are meaningful and ongoing. A general view of the institution’s planning processes is presented in the Introduction to Decision Making at Modesto Junior College Fall, 2008 – Spring, 2010[Ref. IIIB-59]. As new facilities are planned and designed, a collaborative process is used to gather data and information from college stakeholders. The process involves dialogue related to adjacency issues, equipment needs, and other specific requirements to support the student learning programs and services in the proposed
building. The information regarding building needs and uses is derived from the college’s program review and strategic planning processes.

The strategic planning process starts with program review. Each program review, conducted annually, requires an analysis of physical resource needs: facilities, equipment and technology [Ref. IIIB-37]. Needs requests in these areas are forwarded to the appropriate planning committee: the Instructional Technology Committee (ITC), Administrative Council, Student Services Council, and the Instructional Administrators’ Council. These committees prioritize requests and forward them to the Planning and Budget Committee [Ref. IIIB-61]. One role of the PBC is to review the college budget and recommend funding requests to the college President [Ref. IIIB-60]. The program review cycle has a process for the evaluation of allocated resources; these results are used as a basis for future planning. Each element in the annual planning process is evaluated for institutional effectiveness, including transparency of the process, availability of data, adherence to timelines, and the appropriate flow of the sequence of elements in the planning cycle [Ref. IIIB-37].

The EMP and FMP are developed and revised using program needs as source data. The data are analyzed and used to determine facilities needs. The college strives to use these planning documents as guides; however, at times, due to unforeseen circumstances, the college has had to reassess what was anticipated in the plan. Both the college and the district maintain the flexibility to deviate from the EMP and FMP to ensure that students’ and programs’ needs are met.

Self Evaluation

A significant amount of progress has been made by the college during recent years, the result of which is that this Standard is now met. The college has taken great care in the design of its planning processes for all major capital work to assure that they serve the institution’s mission, that they are being applied effectively, and that they are assessed regularly for effectiveness. The planning and budget process is well documented; it is transparent and represents a tremendous improvement over previous institutional practices.

Satisfaction among faculty and staff has yet to achieve optimal levels, particularly with regard to the maintenance of building interiors (48 percent of respondents to the 2010 MJC Climate Survey appear to be dissatisfied), as well as the level of funding available for supporting programs and services (57 percent of respondents appear dissatisfied) [Ref. IIIB-36]. It is anticipated that through a combination of better integration of program review, better planning and resource allocation, development of multi-year financial plans that take total cost of ownership into account, and a gradual improvement in the fiscal climate facing California community colleges, significant improvement in the college’s performance vis-à-vis this standard can be achieved. Thus, although the college meets the Standard, the institution’s goal is to exceed it.

Planning Agenda

The college plans to conduct a comprehensive assessment of the college’s and district’s processes for linking physical resource planning to overall institutional planning in 2012-13, following the substantial completion of the Measure E bond program and full implementation of recent changes to the college’s and district’s resource-allocation processes.
References for Standard III.B: Physical Resources

1. Physical Map of East Campus, Modesto Junior College
2. Physical Map of West Campus, Modesto Junior College
3. YCCD Measure E Website
4. YCCD Facilities Master Plan
5. Modesto Junior College, Educational Master Plan (EMP), 2006-07
7. Program Management Plan
8. Five-Year Scheduled Maintenance Report
10. Space Inventory Report
11. Routine Maintenance Plan
12. Facilities/Capital Construction Advisory Committee Charge and Membership
13. Naming of New Building
14. Modesto Junior College, Strategic Plan, 2008-2013
15. Facilities Planning and Operations Website
16. USDA Grant
17. Modesto Junior College, Technology Plan 2007
18. Measure E Bond Projects, MJC
19. Measure E Planning Open Forums
20. Yosemite Community College District Board of Trustees Meeting Minutes, Measure E Update, September 17, 2010
22. YCCD Campus Safety Website
23. YCCD Annual Safety Report
24. MJC Emergency Response Plan
25. Building Drills
26. Management Table Top Drills
27. Alert U Information
28. Safety Information in Class Schedule
29. Art Building Safety Assessment
30. Copy of Facilities/Operations Work Order
31. Results of Facilities Survey in 2008 (Pg. 46)
32. Risk Management Evaluation of Campus Buildings
33. Copy of Request to Use Facilities by Outside Groups
34. Lease of Off-Site Facilities
   
35. Facility Use Agreement

36. Modesto Junior College, Climate Survey Analysis, Spring 2010

37. Facilities Department Program Review

38. Library Remodel Project, Minutes

39. Yosemite Community College District Board of Trustees Meeting Minutes, Change to Facilities Master Plan, August 13, 2008

40. District Facilities Assessment Report

41. Program Review Addendum Request for Facilities Example

42. Space Utilization Report

43. Library Change, Facilities Master Plan, 2007

44. State DSA Report

45. MJC ADA Committee Membership

46. Notes in Minutes about ADA Issues – Founders Hall Elevator

47. Ergonomic Request Form

48. Board Policy 5017 and 4007: Smoking

49. Community Education Lease Agreement for Carpenter Road

50. Facilities/Custodial Staffing Plan, 2008-2013

51. IPP: Library

52. Dell Lease Program

53. Institute Day Program 2008

54. District Council Meeting Minutes, Bond Monies

55. Yosemite Community College District Board of Trustees Meeting Minutes, Approval of Educational Master Plan, 12-13-07

56. Annual Allocations for Utilities and Maintenance by Director of Purchasing and Related Services

57. Kitchell


59. Introduction to Decision Making at Modesto Junior College: Fall, 2008 – Spring, 2010

60. Planning and Budget Committee, Hiring Prioritization Flow Chart

61. Planning and Budget Committee, Charge and Membership

62. Timeline for Integrated Planning
Standard III.C: Technology Resources
Standard III.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.

III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Technology is fully integrated into the strategic planning and decision-making processes at the college. Modesto Junior College is actively engaged in comprehensive planning and has refined its mission statement to focus more clearly on Student Learning Outcomes and assessment. The College Council has made a concerted effort to ensure that all constituents are aware of the mission statement: where it is located for reference, the role it plays in college decision-making, and the mechanics of its development.

In addition, the institution demonstrates a conscious effort to facilitate and support student learning, measure that learning, assess how well learning is occurring, and implement action plans to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning.

In 2007, the college’s Instructional Technology Committee (ITC) developed and published the MJC 2007 Technology Plan [Ref. IIIC-1]. The MJC 2007 Technology Plan was integrated with the college’s Strategic Plan 2008-13 in 2008 and is now reviewed as part of annual assessment of institutional effectiveness by the Accreditation/Institutional Effectiveness (AIE) Committee [Ref. IIIC-2]. The annual assessment addresses the progress and effectiveness of technology and the distance education program through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. IIIC-3].

MJC has recently improved its approach to distance education through the creation of the Distance Education Advisory Committee (DEAC) comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students [Ref. IIIC-4]. DEAC, co-chaired by the faculty Coordinator of Distance Education and the Dean of Library and Information Technology, has recognized the need for more long-range planning regarding distance education. To that end, the group is currently working on creating an official Distance Education Plan 2011-12 for Modesto Junior College. The expectation is that the plan will be finalized by fall 2011.

The college’s Planning and Budget Committee is charged with allocating resources to technology through the program review process and strategic planning [Ref. IIIC-5]. The faculty Coordinator of Distance Education is a member of this committee to ensure the integration of all distance education and technology planning efforts with the college’s strategic planning. Technology resource requests arrive at the Planning and Budget Committee through the annual program review process.

For 2008-09 academic year, instructional and student services program review entailed two separate documents – the review itself and an addendum [Ref. IIIC-6]. Within the review, each program reviewed staffing, enrollment, coursework, trends and documented gaps and needs. Specific needs, including staffing, technology, instructional equipment, and facilities were separately listed within the addendum, cross-referenced against the college’s Strategic Goals, and presented in ranked order from divisions and service areas to the appropriate Vice Presidents and ultimately to the Planning and Budget Committee (PBC), College Council, and the President. The needs of technology, media services and the distance education programs were included in the various
instructional and student services program reviews. Since technology was not the primary focus of the instructional and student services program reviews, a more comprehensive review of technology might be required.

In 2009-10, the college implemented a program review for administrative units [Ref. IIIC-7]. At the recommendation of the AIE Committee, the faculty Coordinator of Distance Education and the Dean of Library and Information Technology submitted an administrative unit review for distance education, and the Director of Information Technology and Media Services submitted a program review for Technology and Media Services [Ref. IIIC-8]. With participation from the appropriate stakeholders, it was first time at the college that there was coordinated and centralized dialogue about the management of these programs. Within the review, the administrative programs reviewed goals, objectives, needs and strategic planning. A Program Review Addendum [Ref. IIIC-9], itemizing specific program needs was submitted to AIE in October 2010 for inclusion in the resource allocation process at the college.

The program review process implemented for the instructional and administrative unit components of the Information Technology and Media Services Program and the Distance Education Program at MJC have helped ensure that resource allocation requests meet the needs of students, work toward the college's strategic goals, and is supported by evidence.

Modesto Junior College’s technology supports the needs of learning, teaching, college-wide communications, research, and operational systems. Operational management of Yosemite Community College District Information Technology (IT) is centralized, with the Assistant Chancellor of Information Technology serving as the chief technology officer for the district and the two colleges, MJC and Columbia College [Ref. IIIC-10]. IT staff are managed and supervised by the district, and services are provided to the college through an IT manager. The Dean of Library and Information Technology monitors and supervises operations information at the college with the assistance of the Director of Technology and Media Services [Ref. IIIC-11].

The technology needs of the college are continually identified and addressed both district-wide and at the college level. District-wide identification of technology needs is addressed through the district’s Technology Strategic Plan [Ref. IIIC-12] and the Information Technology Department structure which includes a District Technology Coordination Committee and other groups that are dedicated to specific technology components. Each of these groups composed of both district and college personnel meet regularly to evaluate and prioritize requests from each college. These groups are:

- District Technology Coordination Committee [Ref. IIIC-13]
- Datatel Steering Committee [Ref. IIIC-14]
- District Research and Planning Committee [Ref. IIIC-15]

The MJC 2007 Technology Plan, drafted by ITC, guides and directs technology planning at the college through the annual instructional and administrative unit program reviews [Ref. IIIC-1]. Information Technology and Media Services conduct annual surveys of students, staff and faculty as part of its ongoing assessment and improvement of administrative unit outcomes. This plan contains recommendations, procedures and a five-year vision for technological improvement at Modesto Junior College that is integrated with the college’s Strategic Plan. The plan outlines budgeting requirements that facilitate currency in technology and infrastructure. It includes future staffing needs that require consideration to support the college’s growth in technology. In effect, the plan is the strategic guide for current and future technology for Modesto Junior College.

### III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.
Descriptive Summary

Technology support and planning takes place at a number of levels within the college and district. Decisions regarding infrastructure and selection of vendors are made through a collaborative effort on the part of district and college IT professionals. Working closely with the district’s Information Technology Department, MJC has made significant progress in implementing and maintaining state of the art technology projects and in providing current technology for use in the classroom. At the college, the Instructional Technology Committee (ITC) provides direction and input into the decision-making process regarding facilities, hardware and software needs, and instructional technology services [Ref. IIIC-16]. ITC is a representative group, co-chaired by the Dean of Library and Information Services and the faculty Coordinator of Distance Education, comprised of faculty, management and classified staff. The charge of ITC is as follows:

• To be an advisory committee to the Office of the President on issues related to technology and instruction.
• To use a holistic approach to plan and promote technology integration across the whole of the Modesto Junior College community.
• To be an interface between the instructional community and technology resources at Modesto Junior College.
• To be a forum for the discussion of improving the instructional technology environment at Modesto Junior College.
• To be the instructional technology advocate for Modesto Junior College with regard to district wide information technology issues.

The District IT Department, led by the Assistant Chancellor of Information Technology, supports and maintains college systems [Ref. IIIC-10]. The district’s IT Department looks at all technology issues from a district-wide perspective. The district and MJC share the responsibility for decisions related to technology on the college campus, particularly to maintain functional unity throughout the district. For example, the Yosemite Community College District in collaboration with Modesto Junior College and Columbia College implemented in 2008-09 the curriculum course management system, CurricUNET [Ref. IIIC-17].

Each year, Modesto Junior College evaluates the effectiveness of its technology initiatives through program review [Ref. IIIC-9]; this evaluation is driven by several evaluative measures: (1) college-wide technology satisfaction surveys; (2) helpdesk query resolution trends; and (3) discussions in technology-related committees including the Instructional Technology Committee (ITC), the Datatel Steering Committee and College Council.

Discussions in Academic Senate, technology-based committees, District Council, College Council, Instructional Administrators’ Council and other campus groups inform the program review process from which the resource requests arise [Ref. IIIC-18]. Technology resource requests from instructional, administrative and student services program reviews are ranked by the three planning councils at MJC. Staffing and equipment requests are ranked by the Administrative Council, chaired by the Vice President of College and Administrative Services, and assigned an institutional ranking for inclusion in the annual budget development process by the Planning and Budget Committee [Ref. IIIC-19].

The district and the college provide a wide range of technology and support in order to enable students, faculty and staff to accomplish their missions and goals. Technology support includes network access to the YCCD intranet from on-campus, and off-campus through secure Virtual Private Network (VPN) connections for requesting faculty and staff.

Wireless internet access (WiFi) is provided and covers most of East and West Campuses public areas. A system is in place to identify weak coverage areas in order to improve service for students, faculty and staff [Ref. IIIC-20].

Modesto Junior College’s online information resources include all of the usual items that are provided in print form: class schedules, the MJC Catalog, the final exam schedule, semester calendars, and contact information for faculty and staff [Ref. IIIC-21]. Students have online access to online college application, registration, and fee payment systems including help support. Financial Aid and Scholarship application forms are available and processed online [Ref. IIIC-22]. An online process for transcript requests is in the final stage of testing.
An online faculty and staff directory includes a searchable web presence for each employee [Ref. IIIC-23]. In addition, students are provided an online list of fully online classes, including their schedules and dates for student orientations.

A redesign of the MJC website was launched in spring 2009 with a more modern, professionally-created look and feel, overhauled information architecture, and completely rebuilt backend using XML to interface with its content management system. As the old website design had been in existence for about eight years, some initial adjustment to change with the new website was expected. Overall, the new website was well-received by students, staff and community [Ref. IIIC-24].

The college gained the position of a full-time Front End Web Developer in January 2009 to aid with deployment of the new site [Ref. IIIC-25]. The position continues to facilitate and maintain the college’s web presence, ensure compliance with accessibility guidelines and attempt to keep the college current with standard web practices and accepted trends. Currently, the college and district IT are working to provide a web services solution which will fully support faculty and departments who require a web presence outside of the official mjc.edu pages. This solution will include use of the college’s Content Management System to update and maintain content as well as an updated hosting environment.

All faculty and staff have access to online email [Ref. IIIC-26]. Email at MJC is also used to provide information to large groups of people such as the employees within the college and the district. Microsoft Outlook is currently used campus-wide for use by faculty and staff for collaborative processes, contacts, tasks and calendaring. In addition, the web client for Outlook allows employees to check their mail from any computer in the world with an internet connection. Students are all assigned a free student email account upon enrollment [Ref. IIIC-27]. The accounts are used by student services and instructional programs to communicate directly with students regarding business, counseling, and academic service matters. Instructors are provided student email rosters for each of their class sections [Ref. IIIC-28].

The college has integrated an early alert system for faculty and students by SARS Software Products [Ref. IIIC-29]. Referrals from faculty about student academic concerns are logged and forwarded to appropriate student service offices for follow up. Datatel contains a Degree Audit module; implementing a Degree Audit program has been a priority of the college since 2008 [Ref. IIIC-2]. The college plans to implement the Degree Audit program in 2012 to further assist and support student achievement.

In 2007, the college has used the CurricUNET online system to build, track and maintain a dynamic library of all course outlines of record [Ref. IIIC-30]. The system is also used by the college curriculum committee to review proposed changes to existing courses and new course proposal. MJC also purchased and is implementing the Program Review module of CurricUNET (PRNet) to use for assessment and program review data management [Ref. IIIC-31].

The college’s technology infrastructure includes over 2,500 networked computer systems each with secure internal data network and internet access, voice, and video services. Internet access and connectivity to Columbia College is provided through a CENIC-provided gigabit primary circuit with a DS3 backup [Ref. IIIC-32]. The college network is a unified platform providing voice, video, and data transport over a consolidated redundant infrastructure. The network is supported by the District IT Department [Ref. IIIC-33].

To ensure reliability of the data network, disaster recovery mechanisms are in place. For example, battery backups are installed in key locations to reduce down time in the event of a power outage. This includes the campus network backbone and most all other related network equipment necessary to maintain MJC’s network are attached to battery backups to minimize disruption of services during short-term power outages. The college has off-site locations for instructional purposes with limited connectivity to high-speed data delivery [Ref. IIIC-34].

All faculty and staff are provided unified voice-mail services. The district is in the process of installing and implementing a new Voice Over the Internet Protocol (VOIP) system; the majority of phone
services have been moved over to the new system with the remaining circuits planned to be moved by 2012 [Ref. IIIC-35].

MJC and the district currently support most personal computers running on campus using the Windows operating system. In addition, a small group of Apple MacIntosh lab computers are also supported by technology services staff. The district also licenses Microsoft Office Suite and Windows Desktop Operating Systems to all on-campus users. The suite includes Word, Outlook, PowerPoint, Access, and Excel, and the latest version of Windows Operating System. The college also recently purchased a large number of portable document format (pdf) creation software licenses that are being installed on all new lease computers and by user-request on older machines. For the past three years, the MJC Instruction Office has paid a site license for the web-based plagiarism checking service, Turnitin [Ref. IIIC-36]. However, virtually all other software that is purchased on campus is done by individual departments or divisions based on identified internal needs. Currently within the college, there are single-user, multiple-user, network, and site licenses. Some monitoring and tracking of campus licensed software occurs.

As the need for technology in the classroom has grown over the years, Modesto Junior College has attempted to keep pace with the development and usage of multimedia on campus evolving to include video conferencing, full-motion video, the internet and satellite connectivity. Information Technology and Media Services provide support to all smart classrooms and lecture halls. Virtually all rooms are equipped with a computer teaching station, internet access, a projection system, sound system and the ability to play different media ranging from videotape to DVD [Ref. IIIC-37]. Currently, not all college classrooms have video/data projectors. Upon request, Media Services will place video/data projectors and laptops needed for multimedia presentations across campus and at off-site locations. This service is available to all faculty, staff and students. MJC currently has an Alternate Media Specialist who converts all forms of media into formats designed to meet the needs of students with a verified disability [Ref. IIIC-38]. The college’s website has been redesigned for ADA compliance using OmniUpdate content management system for editing access. The college’s Front End Web Developer assists with web site design, maintenance and user group training.

The goal of the college's ITC is to develop a strong dialog concerning instruction and technology on the Modesto Junior College campus and how to use both to meet faculty and student needs [Ref. IIIC-16]. The hope is to encourage the use of multimedia technologies and make it possible to address instruction among students with diverse learning styles and increase student success and achievement.

The MJC library website is designed to support both on-campus and remote access to information resources [Ref. IIIC-39]. Electronic access to all of the library’s subscription databases—the online MJC Catalog of the library’s print, electronic, and audio-visual collections and the learning tools on the library’s Web site—are available at all times. To access the databases from off-campus, students, staff, and faculty log in with their college ID number and date of birth. All resources on the library’s website, including databases, are accessible from all on-campus computers without any login.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications as well as with connecting their personal computers to the internet via the district’s wireless network [Ref. IIIC-40]. Students who prefer to use their own computers to access the library’s electronic resources can do so by connecting to the secure Wi-Fi connection offered on both campuses.

Altogether, MJC provides learning support services through 57 labs, located on East and West Campus and satellite sites, ranging from writing centers to labs for specific vocational programs such as Allied Health, Business, Electronics, and Agriculture [Ref. IIIC-40]. Student use of computers is tracked with a Positive Attendance system. During the 2009-2010 academic school year, students spent 112,787 hours using the East Campus library labs and 12,779 hours using those in the West Campus library [Ref. IIIC-41]. As is the case across campus, budgetary constraints and inadequate staffing make it a challenge to continue to provide the needed hours of lab operation.
As of 2010, the main impediment to improving technology at the college is not planning but funding. With state budget reductions impacting the college and district funds, MJC continues to provide the best possible use of technology resources at the most reasonable cost while actively seeking alternative funding streams to support the college's technology needs. The Title V grant awarded to MJC in 2009 includes funding targeted to improving the technology infrastructure of the college in addition to training faculty and staff on the use of current technology [Ref. IIIC-42].

Self Evaluation

Technology support at the college is comprehensive and sensitive to the needs of those who provide instruction and assistance to the college's students. The district’s IT Department and the college’s Instructional Technology Committee (ITC) provide oversight and direction to ensure that technology services effectively support college operations. Resource needs for the college’s instructional, operational and student support services areas are analyzed, prioritized and funded through the annual program review process [Ref. IIIC-19]. In the 2010 Climate Survey, 80.2% of MJC employees strongly agree or agree that there is enough technology support in order for them to perform their work [Ref. IIIC-43]. Additionally, 80.5% of respondents strongly agree or agree that computer access is sufficient for MJC to support faculty, students and instructional programs. Although the current fiscal crisis presents challenges in providing up-to-date technology for faculty, staff and students, the technology needs for the college are being met efficiently to enhance programs and services.

The college meets the Standard.

Planning Agenda

None.

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Through staff development and flex activities, the college and district IT regularly provide technology training opportunities for faculty and staff. The scope of staff development is district- and college-wide, with the focus on student learning and success through the improved use of technology.

Modesto Junior College does not provide technology training for students except through credit course work. All students are provided an email account; online support and help desk services are available for the initial start-up of the account [Ref. IIIC-27]. To ensure that students are ready for an online learning environment, a self-assessment for online readiness is available on the college’s Online Services website in addition to all student services available online [Ref. IIIC-44].

Students may obtain support to aid them in successful completion of the course objectives. The Distance Education Office provides the Online Help Desk services primarily to those students enrolled in online or hybrid courses and who are using the Learning Management System (LMS), Blackboard that has been licensed for use at MJC [Ref. IIIC-45]. In addition, the Online Help Desk is available to help those students whose instructors may be using the LMS to “enhance” their face-to-face course offerings. The Online Help Desk staff provide answers to a variety of technical questions such as 1) how to login to Blackboard; 2) resetting passwords; 3) how to use various Blackboard tools; 4) troubleshooting any operating system and/or browser-related problems students may encounter; and 5) general computer-related questions for students using the Blackboard system. The Online Help Desk is staffed for 53.5 hours/week for the first two weeks of each semester and 40 hours/week for the remainder of the semester [Ref. IIIC-46].

The Coordinator of Distance Education provides several opportunities throughout the year for faculty to participate in a “Faculty Online Learning Academy” [Ref. IIIC-47]. These sessions provide instructors interested in learning to teach online with pedagogical knowledge and course-design skills necessary for teaching an online or a hybrid class. Additionally, participants learn how to use the Blackboard LMS along with the needed “procedural
knowledge” related to accessing online student services and other support resources. Over the past eight years, over 100 faculty have completed these “hybrid” trainings consisting of seventeen hours of face-to-face instruction with additional required “online activities.” The Instructional Resource Center (IRC), located in the East Campus Library, is dedicated to assisting faculty in the creation and maintenance of their online courses; the Coordinator of Distance Education and Distance Education staff are housed in this center [Ref. IIIC-48].

Faculty support is provided by the faculty Coordinator of Distance Education. This 100 percent re-assigned time position provides support to faculty and staff needing training in the Blackboard LMS and other technology-related issues. The coordinator also serves as the Blackboard System Administrator at MJC. System related support issues flow through the System Administrator to the Blackboard corporate level when additional support is necessary. Web-related support has been developed in the form of FAQs, user tutorials, user manuals, an online learning guide, and related published information [Ref. IIIC-49]. These resources are housed on the MJC website and are available to all visitors, faculty, staff and students. The college has begun transition to Blackboard Learn 9 with a target completion date of fall 2011. Turnitin, GradeMark and the Respondus Lockdown Browser software have been integrated into the Blackboard system. An additional (60 percent) re-assigned time position has been created in order to assist the Coordinator of Distance Education. This position began in January 2011.

Resources are in place to assist faculty and staff experiencing technical difficulties. District IT operates the Help Desk, a technical call center that provides centralized support and directory assistance to the college community [Ref. IIIC-50]. This call center provides services for faculty, staff and students: hands-on user trainings, technology overviews, password resets, desktop applications, telephone and troubleshooting issues with office systems, electronic Financial Aid Forms, online admissions application to name a few.

Technology Institutes are provided by both college and district IT staff in order to address technology training needs [Ref. IIIC-51]. Continuing training for faculty and staff is also available at the IRC. Regularly scheduled training includes the following topics: email, Datatel, PiratesNet, OmniUpdate, Turnitin, Office Applications, PDF995, Blackboard and online pedagogy, Respondus, and Assistive Technology Issues [Ref. IIIC-48].

The institution most recently assessed the effectiveness of its technology support and training as part of the 2010 Campus Climate Survey of faculty, classified staff, and management. The survey results indicated that 77.7 percent of faculty, classified staff, and management strongly agreed/agreed that the college provides appropriate technology training for staff and faculty [Ref. IIIC-43].

The Office of Instruction and the Academic Senate have initiated a new Faculty Teaching and Learning Seminar series in 2010 in response to faculty’s identified needs in technology training and professional development in teaching online [Ref. IIIC-52]. These needs have been identified through each instructional area’s program review. Through the assessment process of course- and program-level student learning outcomes, faculty have requested professional development and training. Additionally, in the college’s spring 2010 Campus Climate Survey, 64.4 percent of faculty noted the need for more institutional support and training in distance education [Ref. IIIC-43]. The teaching and learning seminar series presents an opportunity for faculty dialogue and discussion in achieving student success at MJC.

Modesto Junior College received a five-year $2.5 million Title 5 grant in 2009 that focuses on, as one of its objectives, creating effective strategies and training for technology integration in the classroom [Ref. IIIC-42]. The grant has provided stipends and professional development for faculty who want to incorporate technology into their teaching. The Professional Development Committee, a subcommittee of the Academic Senate, has developed a mini-grant process for faculty requests for technology training [Ref. IIIC-53].
Self Evaluation

The college meets the Standard. Modesto Junior College’s technology training programs for faculty and staff provide ongoing professional development and enhancement of programs and services. Training is available on a regular basis, as part of system and skills upgrade, and as part of the college’s staff and faculty development. Workshops are held throughout the year and during college institute week activities before the start of each semester. The college has dedicated specific facilities to technology training: the Instructional Resource Center on East Campus and the Staff Resource Center on West Campus. The IRC maintains training computers with current software versions in a classroom environment.

Planning Agenda

The college will continue to develop a variety of training opportunities for faculty and staff on the use of software, hardware, and new telecommunications equipment.

III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Technology planning is an integral part of the planning process at Modesto Junior College and YCCD. The district planning process is directed by the IT Department’s Information Technology Strategic Plan 2008 [Ref. IIIC-12]. The MJC Technology Plan [Ref. IIIC-1] was integrated with the college’s Strategic Plan [Ref. IIIC-2] in 2008 and is now reviewed as part of annual assessment of institutional effectiveness by the AIE Committee. The annual assessment addresses the progress and effectiveness of the distance education program and technology services through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. IIIC-3].

The Technology Plan is reviewed annually and updated by ITC [Ref. IIIC-16]. District and college standards for technology acquisition, maintenance, replacement and upgrades for infrastructure and equipment are detailed in the Technology Plans; these standards provide guidance for implementation and ensure consistency.

Modesto Junior College and Columbia College receive centralized support for enrollment management services through the district’s implementation of the Datatel suite of educational management programs, whose operation is overseen by the District Datatel Steering Committee.

Licensing and hosting costs associated with the deployment of the District Blackboard Learning Management System (LMS) is paid by YCCD IT Department at a cost of $107,000 annually [Ref. IIIC-45]. The district is currently in the third year of a five year license agreement between the Yosemite Community College District and Blackboard. The district IT Department also supports the Blackboard system with programming and operational support. The college has started the transition to Blackboard Learn 9.

The district passed a $326 million bond measure in 2004 (Measure E) that contains bond language supporting both the short-term and long-term technology infrastructure needs for the district and MJC [Ref. IIIC-54]. The Yosemite Community College District Board Resolution 04-05/001 lists several Measure E projects that support Distance Education at Modesto Junior College: “Establish a learning resources center to include up-to-date research materials, internet access, computer labs, student study rooms, and expanded Distance Learning programs and to provide greater access to technology, upgrading electrical wiring for computers at Modesto Junior College.” The college is finalizing plans for the East Campus library remodel that establishes a learning resource center using these general bond funds [Ref. IIIC-55].
As newly constructed Measure E buildings come online, there will be additional demands placed on college Information Technology and Media Services personnel [Ref. IIIC-56]. Additional demands on staff time are also occurring as a result of swing space related moves necessitated as a result of building remodeling projects. These identified needs are partially addressed by the inclusion of three new technician positions (two technology, one media) in the college’s five-year Total Cost of Ownership Plan developed in 2010 by the Planning and Budget Committee [Ref. IIIC-57].

Modesto Junior College has committed significant amount of resources to the Technology Plan to ensure computers are adequate to meet the mission of the college and the Distance Education Program. Modesto Junior College has actual expenditures to Dell Corporation for leased computers as follows; $343,173 for 2010-11, $415,982 for 2009-2010 and $487,744 for the 2008-09 fiscal years [Ref. IIIC-58]. Over 60% of the computers on campus are covered by the Dell lease plan and are replaced every four years. While the Dell lease plan has significantly improved the functionality of many lab, staff and faculty computers, a decision has recently been made to phase out of the leasing arrangement over the next three years and address desktop computing needs through direct purchase.

To ensure continuing operations in an emergency, disaster recovery mechanisms are in place. For example, battery backups are installed in key locations to reduce downtime in the event of a power outage [Ref. IIIC-34]. The campus network backbone and all related network equipment necessary to maintain the network are attached to battery backups that will provide several hours of uninterrupted run time. Barring a protracted event, this system should be sufficient to outlast most planned or unplanned power interruptions.

The college faces a fiscally and technologically challenging period for the next five years and beyond. Discussions have already begun to address these challenges; the Title 5 grant awarded in 2009 has allowed the college to evaluate and assess emerging educational technologies for implementation at MJC.

Self Evaluation

The district and the college have planning processes to systematically acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs.

Planning processes associated with maintaining the adequacy of desktop support at the college are part of the continual dialogue, discussion and collaboration across the college and the district. The college is currently in the process of implementing a less expensive alternative to the current Dell lease plan in order to maximize limited desktop replacement dollars. Various vendor options continue to be explored.

Technology Services has identified a three-pronged approach for matching user-needs to desktop hardware specifications, categorizing users from high- to low-end. This concept needs to be more fully developed in order to minimize future costs in replacing desktops.

Approximately 400 to 500 machines do not have the computing power necessary to run either Windows Vista or Windows 7. Since Microsoft will begin to withdraw support for Windows XP in 2014, college staff has started to replace these aging Desktops. As an initial step in addressing this dilemma, the college purchased 200 new desktop computers in late fall 2010 [Ref. IIIC-59].

Technology Services has developed a “Deployment Plan” in order to move from Windows XP OS to the Windows 7 OS [Ref. IIIC-60]. As many as one thousand of the currently used desktops must have memory upgrades in order to allow for the upcoming needed OS upgrade. The college has purchased the memory and is in the process of completing this initiative.

Staff from Technology Services has collaborated with district IT in the development of a Virtual Desktop Infrastructure (VDI) plan. VDI holds the potential for an improved user experience and greater efficiencies in managing hardware and software resources across the campus. However, deploying and managing this solution across the campus will require significant additional financial
resources. Therefore, a VDI pilot has been developed in order to test its feasibility at MJC; implementation of this pilot program is pending a fund source. Full campus-wide deployment of VDI cannot occur until the district has built-out the new Data Center in 2013 [Ref. IIIC-61].

The budget situation has impacted the technology areas at the college. As mentioned earlier, Information Technology and Media Services provide support for over 2500 desktop computers and numerous classrooms across the two campuses. With new buildings coming online through the college’s Measure E bond program, the demand on staff will only increase. The Planning and Budget Committee has started to address this issue by including Technology and Media Services staff in its five-year Total Cost of Ownership Plan [Ref. IIIC-57]. Due to budget cuts, two positions (Technology Services Manager and Media Services Manager) have been combined into one new position Director of Information Technology and Media Services [Ref. IIIC-62]. After two years of an interim director, the college has permanently filled the position in spring 2011 to provide leadership for the two groups [Ref. IIIC-63].

There are a variety of stakeholders involved in the process of requesting and using technology across the campus. This has led to various communication challenges over the years. While communication between college Technology Staff and district Technology Staff has improved, there is a need for more dialogue about long-range planning. Periodic district-wide technology meetings are needed to ensure that all stakeholders are ‘at the table’ when decisions are made about the implementation of various campus technologies.

Staff, faculty and students currently must maintain several separate login credentials for the various software systems used across the campus and district. These include the faculty and staff email system; the student email system; PiratesNet; and Blackboard. The college, in collaboration with the district, needs to implement a single sign-on or ‘campus portal’ solution in order to streamline and simplify access to campus resources.

The college meets the Standard.

Planning Agenda

The college will integrate emerging technologies with the planning of new facilities.

The college, in collaboration with the district, will explore methods and funding sources in order to centralize the purchase, tracking and licensing for software used on campus.

The college, in collaboration with the district, will develop a single sign-on or ‘campus portal’ for staff and faculty access to campus resources.

III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Technology spans all areas of the college: classrooms, offices, labs, conference rooms, departments and student services. The college’s Technology Plan, integrated with the Strategic Plan, sets campus-wide goals for IT applications and acquisition [Ref. IIIC-1, IIIC-2]. The district’s IT Strategic Plan similarly sets district-wide goals [Ref. IIIC-12]. The distribution and use of technology resources is driven by program and services needs, and plans for program improvement. Technology resource allocation is tied to instructional, student services and administrative unit program review and institutionally prioritized needs [Ref. IIIC-19].

The college supports and maintains over 57 computer labs and lab classrooms throughout the campus. Most of these labs are exclusively for student use, while other labs are primarily used by employees, such as the Instructional Resource Center (IRC) [Ref. IIIC-48]. Workstations in labs effectively support the college’s diverse programs and services. Combined, the total number of computers on campus is over 2,500.
The distribution and use of technology resources at the college in instructional areas is determined through the annual program review and planning process (described in detail in I.B.2, I.B.3). These processes are overseen by the Accreditation/Institutional Effectiveness and Planning and Budget Committees. The ITC oversees the implementation of technology resources at the college, is in alignment with all planning principles, and ensures the integration with district staff and services [Ref. IIIC-16].

In administrative computing, district IT provides leadership in identifying and prioritizing infrastructure needs and developing capacity plans for growth. The Assistant Vice Chancellor of Information Technology is responsible for all district planning and utilization of technology resources.

**Self Evaluation**

The development, the maintenance, and the enhancement of the college’s programs and services are accomplished through the effective distribution and utilization of technology resources. The allocation of technology resources is driven by the program review process, guided by objectives and goals detailed in district and college Technology Plans.

The college meets the standard.

**Planning Agenda**

**III.C.2.**

**Technology Planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

**Descriptive Summary**

Planning for acquisition and support of technology has been guided by the college’s 2007 Technology Plan [Ref. IIIC-1], which has been integrated into the college’s Strategic Plan 2008-2013 [Ref. IIIC-2]. The Technology Plan is part of the MJC’s Education Master Plan (EMP) [Ref. IIIC-64] and the Facilities Master Plan (FMP) [Ref. IIIC-65].

The Instructional Technology Committee (ITC) [Ref. IIIC-16] monitors technology infrastructure, growth, and distribution and makes recommendations to the Budget & Planning Committee and to the district IT Department to ensure that the college maintains basic hardware and software infrastructure for computer and network-based communications and software tools for teaching, learning and administration.

ITC also establishes and revises policies and procedures for coordinating the hardware and software replacement cycle and prioritizing the acquisition and distribution of hardware and software, weighted heavily in favor of putting the latest equipment in student labs. Through the program review process, ITC provides to the Planning & Budget Committee recommendations on multi-year equipment and software replacement schedules to aid in resource allocation.

Faculty address their technology needs through the curriculum process, their department and their industry advisory meetings (where appropriate) and document these technology needs in the department’s program review. Each area dean reviews these requests, works with the division to prioritize technology requests and includes requests in the annual resource allocation process at the college. Classified and management staffing requests as well as equipment needs are reviewed and institutionally prioritized at the Administrative Council and then forwarded to the Planning and Budget Committee [Ref. IIIC-19].

The above annual program review process allows units across campus to systematically assess the effective use of technology resources in their areas. These assessments, based on data collection and analysis, budgets, staffing, department needs, Student Learning Outcomes, Administrative Unit Outcomes, and college goals provide the opportunity for the college to evaluate the effectiveness of technology resources in individual areas. These evaluations allow for instructional, student services and administrative unit areas to make requests, through the program review, for
equipment, staff, software etc. more effectively to meet the technological needs of their respective unit areas [Ref. IIIC-9].

Institutional assessment of IT effectiveness occurs annually by the AIE Committee. The annual assessment addresses the progress and effectiveness of the distance education program and technology services through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. IIIC-3].

There has also been other integrated planning that has occurred involving technology services and distance education. Most notably, Modesto Junior College received a five-year $2.5 million Title V grant in 2009 that focuses on, as one of its objectives, creating effective strategies and training for technology integration in the classroom [Ref. IIIC-42]. The grant has provided stipends and professional development for faculty who want to incorporate technology into their teaching.

In summer 2010, the college President convened a five member Technology Task Force (composed of faculty, the Director of Information Technology and Media Services, YCCD Information Technology (IT) Manager and the college’s grant developer) to assess MJC’s existing level of instructional and administrative technology as well as to improve understanding of opportunities that may be available for enhancing campus technology. The Technology Task Force’s charge includes researching the following issues [Ref. IIIC-66]:

- Alternative administrative structures for instructional and non-instructional technology
- Alternative modes of distance education delivery
- Alternatives for addressing classroom technology needs
- Alternatives to traditional PC-based supplemental instruction and computer labs

The task force developed a technology survey that was administered to faculty, staff and students in fall 2010 [Ref. IIIC-67]. The results from these surveys in addition to distance education student achievement data and information from site visits will be used in forming recommendations for delivering technology services and instructional support at Modesto Junior College. This college-wide assessment and analysis will be used by the Distance Education Advisory Committee in the development of the Distance Education Plan 2011 for MJC.

**Self Evaluation**

Planning for technology is fully integrated into institutional planning through its Educational Master Plan, the Strategic Plan, the Technology Plan, and annual instructional and administrative unit program review plans. Using a number of evaluative measures to assure quality and continuous assessment and improvement, technological resources are allocated where they will most significantly benefit students and have an impact on student success.

The college meets the Standard.

**Planning Agenda**

The college will complete the revision of the 2007 Technology Plan and integrate this planning into the college’s Strategic Plan. The revised Technology Plan will include a replacement cycle, accompanied by cost estimates, for all campus technology. The college has and will continue to incorporate ongoing funding of technology and technology support in its long-range financial plans.
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66. Email from President: Technology Task Force, 2010
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Standard III.D: Financial Resources
Standard III.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 are integrated with institutional planning.

III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The Yosemite Community College District Mission/Strategic Plan 2007-2015 [Ref. IIID-1] and Modesto Junior College Mission/Strategic Plan 2008-2013 [Ref. IIID-2] are central to both the long- and short-term financial planning at both the district and college level.

Yosemite Community College District

At the district level, the mission and goals that were created with input from constituents throughout the district drive financial planning. The 2010-11 Final Budget [Ref. IIID-3], adopted by the Board of Trustees on September 8, 2010, reflects the mission and goals of the district Strategic Plans and supports the Modesto Junior College mission. The 2010-11 district Final Budget maintains a 5 percent general fund balance reserve and allocates resources based on the district Resource Allocation Model [Ref. IIID-4] that was reviewed by the Budget Allocation Taskforce in 2007 [Ref. IIID-5, 6]. The 2010-11 district Final Budget also reflects the cost savings achieved in the 2009-10 fiscal year by the district in order to maintain educational services to students in spite of drastic cuts from the state of California to California Community Colleges. In 2009-10, the district projected a $12 million dollar deficit for the 2010-11 fiscal year [Ref. IIID-7].

The district’s mission integrates the resource allocation process and ensures that it is equitable, transparent, and clearly communicated throughout the district with two key committees, the District Administrative Council [Ref. IIID-8] and District Council [Ref. IIID-9], that meet throughout the year to discuss budget and other district topics. The district annually completes a Five-Year Construction Plan [Ref. IIID-10], which identifies needed facilities and improvements. In 2004, the district was successful in passing Measure E, [Ref. IIID-11] a $326 million general obligation bond to improve technology resources, renovate older buildings, and add new buildings throughout the district. A Program Management Plan for all Measure E projects was approved in February 2010 [Ref. IIID-12].

Modesto Junior College

The Modesto Junior College Educational Master Plan [Ref. IIID-13] was completed to assist the college in planning for change and growth in its programs and services for the coming ten years. This plan uses methods and measures that provide a basis for the development of a related Facilities Master Plan. The relationship of the two plans stems from the philosophy that the educational programs and services needed by current and future students should drive the type and size of facilities provided. Modesto Junior College prepared a Facilities Master Plan in 2007 [Ref. IIID-14] and updated the plan in June 2009 with a master plan for both the East and West Campuses [Ref. IIID-15].
In 2008, Modesto Junior College formed a Strategic Planning Task Force to perform the following tasks:
- Review and update the mission, vision, and core values of the college;
- Analyze both external and internal data;
- Identify both short and long term planning goals;
- Share the vision and goals with the campus community and College Council; and
- Develop strategies and measures and determine the needed resources/needs.

The Modesto Junior College Strategic Planning Task Force, with input from the campus community, developed the college mission and 10 strategic goals that are the emphasis of planning and allocation of resources.

Modesto Junior College’s mission statement was reviewed and discussed by the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee, and other college staff at a special meeting held on August 16, 2010 [Ref. IIID-16]. The group agreed to reaffirm the Mission, Vision, and Core Values and share the decision with Modesto Junior College Council and constituents. Following review and approval by the College Council, the reaffirmation of the college mission statement was presented to the Board of Trustees at the October 13, 2010 meeting for approval [Ref. IIID-17].

The mission and strategic goals are central to the planning and allocation of resources, which begins with the program review process developed by the Accreditation/Institutional Effectiveness Committee [Ref. IIID-18]. The program review process was designed to result in documents that are data and assessment driven.

The needs identified from program review are then prioritized by three councils: the Instructional Administrators’ Council (which adds faculty and classified staff for the purpose of resource prioritization), the Student Services’ Council (augmented by faculty and classified staff) and the newly created Administrative Council (that includes management, faculty, and classified staff). The charge of the councils is to prioritize staffing and equipment needs (based on agreed-upon criteria linked to the college Strategic Plan Goals and incorporating outcomes assessment) and forward the lists to the Modesto Junior College Planning and Budget Committee. The Planning and Budget Committee holds open campus meetings to give the constituents of the campus an opportunity to provide input regarding the prioritized staffing and equipment needs prior to taking action on final priority lists that are then submitted to the college President for consideration. This process is described in greater detail in the documents linked below:
- Modesto Junior College Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
- Modesto Junior College Ranking Process

The Modesto Junior College Instructional Technology Committee prepared a Technology Plan in 2007 [Ref. IIID-19]. The plan focuses on three major elements that are crucial for the success of any technology master plan: organization, processes, and technology. The plan examines the current status of technology on the Modesto Junior College campus and contains administrative procedural recommendations that should be implemented and supported if the college intends to maintain the high standard of education it currently provides. The plan outlines the kind of budgeting requirements that facilitate processes that ensure currency in technology and infrastructure. It includes future staffing needs that require consideration to support the college’s growth in technology. This plan is a “living document” that serves as the strategic guide for current and future technology for Modesto Junior College.

Self-Evaluation

The college meets the Standard. The district’s allocation of resources is equitable and ensures the long-term financial stability of the district by maintaining a 5 percent reserve and forecasting budgets based on assumptions from the state of California budget process. The district effectively communicates the budget assumptions with the colleges and the two key district committees: District Council and District Administrative Council.

The district formed a Budget Allocation Taskforce in 2007, and the Taskforce produced an Executive
Summary of the allocation process [Ref. IIID-5] and made it available online to the entire district. The process is transparent and provides information about the allocation process to all constituencies.

The Mission, Strategic Plan, data, and student learning outcomes drive the college program review process. The college Office of Research and Planning produces an Institutional Effectiveness Report [Ref. IIID-20] each year detailing the State and Service Area Profiles, State and County Economic Conditions, Stanislaus County High School Student Profile, Modesto Junior College Student Access, Modesto Junior College Student Success, Accountability Reporting for the Community Colleges (ARCC), Outcomes Assessment and program review, and College Climate Survey. The college’s allocation of resources is directly linked to the program review process, and the three councils of the college prioritize the needs.

The college’s Planning and Budget Committee ensures transparency in the budget process and makes recommendations to the college President regarding prioritized staffing and equipment needs brought forward from the Instructional Administrators’ Council, Student Services’ Council, and the Administrative Council. The Planning and Budget Committee's allocation of resources process is continually reviewed and improved as needed.

In the spring 2010 Campus Climate Survey [Ref. IIID-21], 55.6 percent of respondents “agreed” or “strongly agreed” that the college’s overall planning process effectively incorporated input from the appropriate people or groups in the college and district, 68.6 percent “agreed” or “strongly agreed” that the college community has opportunities to participate in the development of institutional planning and budgeting, and 56.3 percent “agreed” or “strongly agreed” that MJC ties financial planning to its mission and goals. The level of satisfaction indicated by these responses, while perhaps representing residual ill will from faculty and staff perceptions of previous practices, remains unacceptably low. The revisions to the resource prioritization process implemented in 2010-11 were developed, in part, in response to this research finding. The college plans to replicate the Campus Climate Survey in 2012 to determine whether these changes result in improved perceptions of the process on the part of faculty members, staff, and administrators.

Among the most significant challenges for the college will be to plan for the additional needs in staffing and operational resources for the new Measure E construction projects. This is especially challenging since the economy has contracted and state support for community colleges has been reduced. An adequate response to these circumstances requires that the college move beyond annual budgetary and resource allocation models to embrace multi-year financial planning that meaningfully addresses total cost of ownership principles.

Planning Agenda

The college will continue to educate the campus community on program review, Student Learning Outcomes, and their relationship to the allocation of resources, while designing, adopting, and implementing multi-year financial planning processes.

III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The Modesto Junior College Planning and Budget Committee is kept informed of state budget news, projections, and annual budget allocations [Ref. IIID-22]. The Planning and Budget Committee is charged with making recommendations to the President regarding prioritized staffing and equipment needs. The President provides feedback to the Planning and Budget Committee either affirming the recommendations or providing an explanation for resources that were allocated alternatively.

Program review needs are compiled and prioritized by the three councils: Instructional Administrators’ Council, Student Services’ Council, and Administrative Council. The prioritized lists are forwarded to the Planning and Budget Committee, and a campus-wide meeting is held for input from
the campus community on the prioritized lists. The Planning and Budget Committee then reviews the information compiled by the councils and input from the campus community before making a recommendation to the President [Ref. IID-23]. (See links below for additional information)

- Modesto Junior College Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
- Modesto Junior College Ranking Process

The college budget is developed using information provided by the Vice President of College and Administrative Services. Salary and benefit information is provided to the management team for review of accuracy of accounts and staff information. Since 97 percent of the 2010-11 college budget is comprised of salaries and benefits, the remaining 3 percent is developed from a zero-based budgeting process [Ref. IID-24] that builds the supply, travel, and maintenance budgets. When additional resources are available, the prioritized lists are used to fill positions and equipment needs.

Budgets and expenditures information is available to all staff of the college from the district’s Fiscal Services intranet website [Ref. IID-25] and all management has access to run budget reports from Datatel. The MJC Vice President of College and Administrative Services provides monthly reports to President’s Cabinet of expenditures and part-time/overload reports during the year.

The addition of new buildings on campus is continually discussed to ensure the success of student outcomes and that space is strategically used [Ref. IID-26].

Self-Evaluation

The college meets the Standard. Financial information is available to all staff of the college. Budget and expenditure information is discussed and reviewed in both the Planning and Budget Committee and at President’s Cabinet meetings.

Although the college minimally meets this Standard, at the behest of the college President, considerable dialogue has ensued among membership of the College Council, Academic Senate, and classified employee constituent groups concerning the need for financial resource planning and allocation to go beyond merely looking at projected increments above base funding for each year (which amounted to zero percent for 2009-10 and are projected to increase by a maximum of 2.2 percent for 2010/11) to consider the manner in which the base budget itself is allocated in making resource allocation decisions from year-to-year.

From this perspective, a “realistic assessment of resource availability” must consider possible sources besides “new money,” including the possibility of reallocating portions of base budgets from lower to higher priority institutional needs. The implications of this change in thinking are enormous and were only in the preliminary discussion stage at the time of this writing. Nonetheless, it can be argued that the college’s best chance for effectively addressing the challenges that lie ahead—including the need to meet high priority staffing, equipment, and technology needs; the need to respond to community demands for innovative instructional programs; and the need to address the total cost of ownership associated with bringing $220 million in bond-funded projects online—is a different way of thinking beyond the incremental approach that has characterized budget decision-making at MJC as well as many, if not most, California community colleges in recent years.

Planning Agenda

The college will consider redefining “financial resource availability” to include prioritization of base budget expenditures and reallocation of funds supporting lower priority activities currently being funded to higher priority unmet needs.

III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
Descriptive Summary

Retiree Liability Irrevocable Trust

The Governmental Accounting Standards Board issued two standards, standards 43 and 45, which outline the requirement that governmental agencies must calculate and report liabilities associated with other post-employment benefits (OPEB). In the case of the Yosemite Community College District, the OPEB are the health benefits promised to employees upon retirement.

YCCD has actuarial studies reporting on the retiree health benefit liability dating back to the mid-nineties. In 1998, the district made its first contribution toward funding the retiree health benefit liability based on an actuarial study completed in 1998. The contribution made in the first year was $1,070,000. In addition to funding the unfunded liability per the actuarial study, the district began making normal cost contributions to the fund. These contributions were made on behalf of active employees to fund the future cost of their health benefits.

The district continues to have actuarial studies [Ref. IIID-27] conducted every two years. The reports update the retiree health benefit liability and detail the progress the district is making to comply with GASB 43 and 45.

At the March 12, 2008 YCCD Board of Trustees meeting, the board approved a motion to accept staff’s recommendation to enter into an agreement with PARS to establish an irrevocable trust fund for its OPEB liability. A Retirement Trust Committee was formed. The membership is comprised of YCCD’s Executive Vice Chancellor, Controller, and Internal Auditor. The committee reviewed the investment strategies proposed by US Bank, with the primary goal of achieving a reasonable level of income and growth of capital and income, with a portfolio asset mix of broadly diversified holdings of stocks and bonds.

Since 1998, the district had accumulated $14,943,947 in an account for the purpose of funding the retiree health benefit liability. As of the January 2, 2008 actuarial study, the actuarial present value of total projected health benefits was $36,444,575. The district transferred $14,943,947 to an irrevocable trust for this purpose. The district continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability.

Much progress has been made by the district to recognize, address, and fund the liability that exists for retiree health benefits. It is anticipated that the liability will be fully funded in 2028.

Faculty Banking

Full-time, permanent faculty members of the Yosemite Community College District are provided the opportunity to participate in a leave-banking program funded by the district. A faculty member may make a request in writing to bank time for a particular term. The maximum credit that may be earned in any term is six hours. Faculty may bank a total of nine hours per year. No more than an amount equivalent to a faculty member's semester load may be accumulated. When that point is reached, banking is no longer an option for that faculty member until that credit has been used.

The college Office of Instruction tracks the banked leave requests and authorization processes. The colleges submit to Fiscal Services detailed schedules compiled by academic term that show approved banked leave per term. The schedules summarize banked hours and the value of the banked hours.

Fiscal Services prepares an accounting entry to transfer the faculty member's current cost of the banked hours from the responsible college unit to the restricted Faculty Banking Account in the restricted General Fund of the district. A cash transfer is made to the restricted account, and interest is credited to the faculty banking account on a quarterly basis.

Upon approval of the faculty member's use of his or her banked leave, the faculty replacement cost is charged to the faculty banking account. The district sets aside at least a five percent reserve in the account. As of June 30, 2009, the account had a 9.8 percent reserve. The district has not and does not intend to borrow against the faculty banking account.
All banked hours remaining on the books at the time a faculty member separates from the district are cashed out at the historical hourly rate banked. Banked hours may not be cashed out for any other reason per the Yosemite Faculty Association Contract Agreement.

The district has taken prudent steps to maintain sufficient funding for faculty banked leave.

Construction Projects

The Yosemite Community College District was successful at the election conducted on November 2, 2004 in obtaining authorization from the district’s voters to issue up to $326,174,000 aggregate principal amount of the district’s general obligation bonds (Measure E) [Ref. IIID-28]. The election was conducted under Proposition 39, the Strict Accountability for Local School Construction Bonds Act of 2000. Proposition 39 obligated the district to establish a Citizens’ Bond Oversight Committee. A 15-member Committee was established to oversee the use of Measure E funds [Ref. IIID-29].

In addition to establishing the Prop 39 Committee, the district hired a program management firm and construction management firm to work with staff to oversee the construction projects with budgets exceeding $326,000,000. The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes assessed to the district’s property owners based on assessed valuations.

District staff in Facilities Operations and in Fiscal Services works closely with the Program Management Team monitoring construction budgets and expenditures. In the current economic environment, bids are routinely under budget, providing savings to be returned to the respective colleges to reallocate to other construction projects. Annual independent financial audits and performance audits [Ref. IIID-30] are performed on the Measure E expenditures. Included in the financial audit is an analysis and disclosure of the long-term liability activity for each fiscal year under audit. Outstanding balances are audited, and a report is submitted to the district’s Board of Trustees and the Citizens Bond Oversight Committee.

The district’s long-term liability for the general obligation bonds authorized under proposition 39 is accounted for.

General Fund Reserve

The district holds a five percent reserve in the General Fund [Ref. IIID-31] as directed by the YCCD Board of Trustees and which is the minimum level required by the State Chancellor’s Office. The reserve is in place for unforeseen fiscal threats and is available on a one-time basis.

One way in which the district ensures sound fiscal management is by annually setting aside the five percent reserve as the district’s budget is prepared.

Vacation Accrual

The district’s vacation policy in place for the leadership team provides that employees earn 21 days of vacation per academic year and that vacation is to be taken at the convenience of the district. After 15, 20, and 25 years of service with the district, management employees earn one additional vacation day per academic year. The classified staff agreement with the district provides for similar vacation accruals.

Except for as approved by the chancellor or designee, an employee may carry over no more than the number of days earned in the current fiscal year. While the policy is clear, the district has been working on criteria to address excess vacation that has accrued over time to limit the potential liability to the district when an employee separates from the district with excess vacation time on the books.

The proposed process to reduce accrued vacation is to not allow vacation to continue to accrue if an employee has reached the accrual limit per the district’s policy or negotiated agreement with the bargaining unit. This will limit the liability to an acceptable and identifiable amount. Employees will have a three-year “spend down” period to reduce excess vacation accrual to the allowable carryover amount. Subsequent to the three-year spend down period, excess vacation remaining on the books will be paid out and no additional accrual will be allowed until the employee uses enough vacation to begin accruing once again.
Self-Evaluation

The college meets the Standard. The district has made significant progress in funding its Other Post Employment Benefits (OPEB). Greater than half of the liability is in an irrevocable trust with contributions budgeted annually in the General Fund. The unfunded liability is scheduled to be fully funded in 19 years.

The district’s 2010-11 General Fund Budget includes a $6,000,000 reserve, which is five percent of the total General Fund expenditures, including restricted budgets. Progress has been made to increase the General Fund Reserve from five percent on unrestricted budgets only to the entire General Fund budget.

Accrued vacation owed to employees continues to be a significant sum. As of June 30, 2010, the amount accrued for vacation was $3,548,188. The district is finalizing a procedure to reduce accrued vacation over the next three years to bring the liability down substantially.

Planning Agenda

The district will continue to make annual contributions to the irrevocable retiree liability trust and to fund the annual normal cost for current employees in preparation for their retirement. The district’s most recent retiree liability actuarial study, dated June 10, 2010, will be updated every two years, and adjustments to the budget will be made as required by the study.

The district staff will develop a plan to increase the General Fund reserve at the direction of the Board of Trustees. At this time, the percentage goal has not been identified.

III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Yosemite Community College District Board Policy 3100- Fiscal Responsibility and Board Policy 3200- Budget Planning, define the roles in fiscal responsibility and budget development for the district.

Board Policy 3100 states, “The overall management of the fiscal affairs of the district shall be a responsibility of the Chancellor. The general management of the budgeting and accounting program of the district shall be the responsibility of the Executive Vice Chancellor. The State Budget and Accounting Manual (BAM) is the regulatory authority” [Ref. IIID-32].

Board Policy 3200 states, “The approved comprehensive annual plans for programs, staff, facilities and finance, all correlated and interdependent, shall be the basis for performance of college and district functions and services, and shall be reflected in the annual budget.”

- A budget calendar will serve as a guide for the Board and the administration so that the budget may be developed in an orderly manner. The college Presidents will provide an opportunity for consultation with classified and certificated employees in budget development.

- The District Executive Vice Chancellor reviews the Governor’s proposed budget for Community Colleges in January and prepares a district-wide budget based on the district allocation model. The allocation for the budget year is reviewed and discussed at President’s Cabinet and the Modesto Junior College Planning and Budget Committee. Members of the committee share the information with constituents.
• The college then reviews salary and benefits projections and program review prioritization lists to begin the zero based budget process. The budget developed from this process is presented to the Planning and Budget Committee and is discussed before a recommendation is made to the college President. The Budget is then shared with College Council.

• The Executive Vice Chancellor then combines the budgets developed by Central Services and the two colleges and presents a “Tentative Budget” for the district to the Board of Trustees in June.

• After the State Legislature and the Governor agree and pass the State Budget the Executive Vice Chancellor shares the information with the college regarding any changes needed based on the State adopted budget. The Executive Vice Chancellor then presents a “Final Budget” for approval to the Board of Trustees (normally in September).

• The final adopted budget is public information and is available on-line on the Executive Vice Chancellor’s website [Ref. IIID-33].

Self-Evaluation

The college meets the Standard. The district and the college follow all guidelines and policies of the board for financial planning and budget development while allowing all constituents to participate in the process. The budget process is transparent and both the tentative and final budgets are available to college staff.

Planning Agenda

None.

III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Yosemite Community College District formed a Budget Allocation Taskforce in 2007 to review the allocation of resources model. The taskforce developed an Executive Summary that details the allocation process and made it available to everyone on the district’s Fiscal Services web site [Ref. IIID-5].

The district’s budget meets the statewide standard of allocating at least 50 percent of budgeted resources to direct instructional services.

The district’s financial statements are audited each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133. The district received an unqualified report for the year ended June 30, 2009. Responses to audit findings are prepared by the appropriate district and/or campus administrator and are included in the Auditor’s report. The district’s June 30, 2009 audit had no findings. The district did respond to two findings noted on the June 30, 2008 audit.

Self-Evaluation

The college meets the Standard.
Planning Agenda

None.

III.D.2.b

Appropriate financial information is provided throughout the institution.

Descriptive Summary

The Yosemite Community College District 2010-11 adopted budget is available on-line to both the campus community and the public at large on Yosemite Community College District Fiscal Services home page [Ref. IIID-3].

The district’s Budget Timeline [Ref. IIID-38] calls for a Preliminary Budget, which includes Yosemite Community College District Central Services and both Modesto Junior College and Columbia College, to be presented to the Board of Trustees in the month of June each year and a Final Budget is adopted in the month of September. The budget process is transparent, including college allocations and budget assumptions. The information is presented at both the President's Cabinet and Planning and Budget Committee meetings as the college budget is developed.

Financial information is available to the entire district on the district’s Fiscal Services webpage via an intranet connection. Managers and support staff also have access to financial information on the district’s administrative software, Datatel.

Self-Evaluation

The college meets the Standard. Financial information is readily available to all staff at the college.

Planning Agenda

None.

III.D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The Yosemite Community College District tracks cash flow on a weekly basis in all funds. The district holds a five percent General Fund Balance reserve for $4.6 million on a $92 million General Fund Unrestricted Expenditure Budget for 2009-10.

On an historical basis, monthly deposits and expenditures are tracked on a rolling six-year basis. Monthly deposits and expenditures are recorded, summarized, and reconciled to the district's cash funds held with the Stanislaus County Treasury and in district bank accounts. This tracking and analysis allows the district to project cash balances and analyze projected cash needs.

Cash reconciliations with the County of Stanislaus and the various Bank of America accounts are made monthly. Discrepancies, if any, are researched and resolved.

Most of the district’s cash is on deposit with the County of Stanislaus. District staff have developed a positive relationship with staff at the County of Stanislaus. Staff from both organizations meet on an annual basis to discuss cash flow issues. The district provides the County of Stanislaus information about pending large deposits or disbursements to assist them with their cash flow analysis and controls.

Including General Obligation Bond cash, the district has on deposit with the County of Stanislaus about $270,000,000 as of June 30, 2010.

The district is well positioned to issue short-term debt for cash flow purposes should it become necessary. However, with the strong cash position of the district, it is not likely that short-term debt will be issued for cash flow.
The district is a member of a Joint Powers Agency, the Valley Insurance Program JPA. The VIPJPA was created in 1986 by community college districts in the Central Valley of California to provide a pooled approach to insurance pursuant to the California Government Code. The VIPJPA currently consists of three members throughout California and maintains pooled coverage programs for its member districts for worker’s compensation, general liability, auto liability, property, employment practices liability, and auto physical damage insurance.

The VIPJPA was granted Accreditation with Excellence by the CAJPA Accreditation Committee, effective December 12, 2009, for a period of three years. The VIPJPA is well capitalized with over $9 million in net assets as of June 30, 2010. The liability program is funded at the 70 percent confidence level. The employment practices liability program is funded at the 80 percent confidence level. The workers’ compensation program is funded at the 80 percent confidence level. The VIPJPA purchases excess coverage from carriers to cover catastrophic events.

In order to help members control their risks and protect their assets, VIPJPA provides resources—such as safety and loss control, structured return-to-work, nurse triage, and litigation management services—to help maintain the safety and productivity of employees and students.

The VIPJPA has an independent financial audit made each fiscal year. The VIPJPA received an unqualified audit opinion on September 30, 2009.

**Self-Evaluation**

The college meets the Standard.

**Planning Agenda**

The district will develop a plan to increase the General Fund reserve at the direction of the Board of Trustees. The percentage has not been identified but will be based on discussions with and direction from the Board of Trustees.

**III.D.2.d**

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

**Descriptive Summary**

The following processes accomplish oversight of Yosemite Community College District finances:

- The Executive Vice Chancellor holds regular monthly Fiscal Services staff meetings that include both college Vice Presidents of College and Administrative Services to discuss financial and budget issues.

- The Central Services Fiscal Services Office requires all expenditure transfers and restricted budget summaries and revisions to be approved by College Administrative Services Offices and then be forwarded to the district for review and input.

- Board Policy 3400 – Audits states: “There will be an annual audit of all district funds by an independent certified public accountant appointed by the Board of Trustees. The Chancellor or Executive Vice Chancellor may call for a special audit whenever the best interests of the district will be served. The Executive Vice Chancellor may independently spot audit any district and/or college account, including student organization accounts and the revolving cash funds. A written report shall be made to the Chancellor.”

- The district Grants Office oversees grant project manager reports, financial, and compliance reports.

- The Executive Director (MJC Foundation), Great Valley Museum Director, the Vice President of College and Administrative Service, and a Foundation Finance Committee, oversees foundation funds. The district’s Business Services Office performs the accounting role of
the foundations. Independent audit reports are done annually for each foundation.

- The Executive Vice Chancellor reviews and signs all contracts.
- The Business Services Office performs auxiliary fund accounting, and each fund has management review and responsibility.
- The Financial Aid Director, who works with both the district Fiscal Services and Business Services Office in the issuance of Pell Grants and scholarships, oversees Financial Aid.
- A Citizens’ Bond Oversight Committee is in place for the district’s Measure E Bond and ensures the bond proceeds are spent appropriately.
- Either the County Treasurer’s Office or investment brokers for the scholarship and foundation funds manage investments. Investment policies are in place for both foundations.
- The College Administrative Office is the central location for the processing of budget, expenditure transfer, payroll pay claims, travel processing, requisition approval prior to being forwarded to district, maintenance requests to Facility Operations, duplicating, and facility usage.

Self-Evaluation

The college meets the Standard. The institution practices effective oversight of finances.

Planning Agenda

None.

III.D.2.e

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Currently, the district performs the fiscal oversight function and is responsible for the daily operations of the college’s auxiliary services, which include Food Service, Bookstore, and the Business Office. This oversight includes the design, development, implementation, assessment, and communication of processes involved in these activities. The processes are reviewed and authorized on multiple levels to ensure appropriate use of resources entrusted to the district and the college [Ref. IIID-35, 36].

The Foundation Office works directly with faculty and staff to determine funding needs based on department goals, administers many of the college’s scholarship funds, and organizes the college’s capital campaign, which raises funds to support students and college programs. The Foundation Office also raises funds in capital campaigns to support campus programs [Ref. IIID-34].

Grant applications are evaluated at both the college and district levels to ensure consistency with the mission and goals of the college. These processes are used with integrity due to the budget summaries and award letters with approval. All categorical and grant expenditures require the program administrator to attest to the fact that the expenditure complies with the goals and objectives of the program and the college. Processes exist to verify that proposed expenditures meet these criteria. In addition, the district’s external auditors select transactions to be reviewed for compliance with program and college objectives as well as legal and other constraints applicable to the use of funds.

The Vice President of College Administrative Services at the college, along with an Accounting Specialist, oversees budget and fiscal transactions. The roles for these personnel are to ensure the effective and efficient use of district resources—including categorical funds, fund-raising, and grants—and to make certain that proper controls and processes are in place. In addition, the Vice President of College Administrative Services meets monthly with the Executive Vice Chancellor, and the administrators of Human Resources, Business Services, and Facilities Management.
Self-Evaluation

The college meets the Standard. The auditing component established by the district allows for continuous evaluation and provides an avenue for changes to be made if required. Efforts are made on a regular basis to provide a checks-and-balances system to ensure that funds are both raised and allocated appropriately. The processes that are in place at both the district and the college to review grant applications, fund-raising efforts, and auxiliary activities help ensure both the integrity of the process and its connection to the college’s mission and goals.

Planning Agenda

None.

III.D.2.f

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

There are a number of processes in place to evaluate financial management systems. The district undergoes an annual external audit that is currently conducted by Matson & Isom, CPAs, to ascertain the validity and reliability of accounting information and to provide an assessment of the district’s internal controls. The district’s Internal Auditor performs tests and examinations of procedures to determine compliance with district policy, procedure, and Title 5.

At the college level, the president, Vice President of College and Administrative Services, and the Accounting Specialist are responsible for

Standard III.D: Financial Resources
implementation of the financial processes and internal controls. At the college level, the Planning and Budget Committee continuously reviews its processes for allocation of funds. The committee has implemented a process to evaluate the distribution of funds at zero-based budget requests from each unit and program review objectives. In preparation for the resource-allocation process, the Planning and Budget Committee requests documentation from categorical programs that explain such items as sources of funds, purposes of funds, and restrictions on use of funds. This information is used to evaluate requests for general funds from programs with access to categorical funds to ensure that all college dollars are used to maximum benefit. The institution’s mission, vision, values, and goals guide decisions on disbursements [Ref. IIID-37].

Self-Evaluation

The college meets the Standard. Both the district and the college have processes in place for evaluating their financial management systems and for using the evaluation results to improve systems. The external audit process has produced no qualified audits. The internal auditors assess the processes and internal controls, and the college implements improvements on a continuous basis.

Planning Agenda

None.

III.D.3

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Both the district and the college have a number of mechanisms in place that systematically assess the use of financial resources and adjust processes and decisions in light of the results. The primary purpose of a budget allocation model is to support the mission of both the district and the college that embraces the intent of the Strategic Plan and the language of AB 1725.

A Budget Allocation Model is fiscally prudent in providing some services centrally through the operation of the Yosemite Community College District. This budget model encourages flexibility and autonomy in decision-making, incorporating the philosophy of participatory governance in budget development and management. The formulas are readily defined, easily produced and maintained, and provide accurate measurements and comparisons.

Allocation model accountability factors, which are used statewide, include program review conducted in accordance with established campus procedures (including both instructional and non-instructional activities), productivity factors, growth allocation accountability, and stabilization/restoration mechanisms. Mid-year adjustments are made to funds allocated to the district and colleges based on revenues that are realized from the state.

Appropriations, which are formula-driven, undergo review and authorization prior to any adjustments. All long-term financial and contractual commitments must be reviewed and authorized at the district level. The district’s Authorized Signers list specifically identifies those given the authority to sign various documents, e.g., payroll authorizations, purchase orders, and contracts. Fiscal Services review all budget transfers prior to posting.

The college has a number of processes for systemically tracking use of resources and using the results from evaluations to improve processes. The monitoring of financial resources also takes place through the college’s resource allocation process. As part of that process, departments and units create resource requests for financials, information technology, and facilities to support department and unit objectives as appropriate. These plans are given to the Planning and Budget Committee for review and funding recommendations.

Similar to the district’s procedures, the college analyzes productivity figures to ensure that enrollment goals are met and makes adjustments each semester. Each department is granted
flexibility in determining how to achieve its goal of providing for balance across courses and disciplines. Adjustments in FTE and productivity goals are set every semester based on prior term results.

At the college level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates whether fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and college levels.

Self-Evaluation

The college meets the Standard. The district and the college have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. The Planning and Budget Committee makes recommendations for changes to the process and evaluates fiscal needs utilizing input from departments and annual program review updates. The Vice President of College Administrative Services and the college administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

Planning Agenda

The college will continue to identify budgetary priorities and conduct periodic analyses to determine whether the allocated resources are being utilized for the purposes identified during the budget development process.
References for Standard III.D

1. Yosemite Community College District, Strategic Plan 2007-2015
2. Modesto Junior College, Strategic Plan, 2008-2013
3. Yosemite Community College District, Final Adopted Budget 2010-2011
4. Yosemite Community College District Budget Allocation Model Summary Sheet (Pg. 3)
5. Yosemite Community College District, Fiscal Services Budget Allocation Taskforce – Summary and Recommendations
6. Yosemite Community College District, Fiscal Services Budget Allocation Taskforce
7. Yosemite Community College District, 2009-2010 $12 million dollar projected deficit
8. Yosemite Community College District, District Administrative Council
9. Yosemite Community College District, District Council
10. Yosemite Community College District, 2012-16 Five Year Construction Plan
11. Yosemite Community College District, Measure E Resolution NO. 04-05/001
12. Yosemite Community College District, Program Management Plan for Measure E Bond Program
13. Modesto Junior College, Educational Master Plan (EMP), 2006-07
15. Modesto Junior College East & West Campus Master Plans – Updated February 2009
16. Planning and Budget and Accreditation/Institutional Effectiveness Committee Workshop, August 16, 2010
17. Yosemite Community College District Board of Trustees Meeting Minutes, Reaffirmation of MJC Mission and Strategic Goals, July 9, 2008
18. Program Review Document
21. MJC Climate Survey Analysis, Spring 2010
22. Modesto Junior College, Planning and Budget Committee
23. Modesto Junior College, Planning and Budget Committee Minutes, July 12, 2010
24. Modesto Junior College, Planning and Budget Committee SharePoint for Zero Based Budgeting
25. Yosemite Community College District, Fiscal Services Accounting Forms
26. Modesto Junior College, Facilities/Capital Construction Advisory Committee
27. Yosemite Community College District, Retiree Health Actuarial Study 2008
28. Yosemite Community College District, Measure E Bond Information
29. Yosemite Community College District, Citizen Bond Oversight Committee
30. Yosemite Community College District, Measure E Annual Independent Financial Audits and Performance Audits
31. Yosemite Community College District, Final 2010-11 Budget – 5% Reserve (Pg. 4)
32. Board Policy 3100: Fiscal Responsibility
33. Board Policy 3200: Budget Planning
34. Modesto Junior College Foundation
35. Modesto Junior College, Bookstore Advisory Committee
36. Modesto Junior College, Food Services Advisory Committee
37. Modesto Junior College, Mission Statement
38. Yosemite Community College District, Budget Planning Timeline
Standard IV.A: Leadership and Governance
Standard IV.A: 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.

IV.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.

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

College-wide processes have been established to provide for the effective participation of faculty, staff, administrators, and students in the development of campus life and culture. Each division holds regular meetings where current events are discussed and reports are given from various constituency groups. Participation in meetings is encouraged no matter someone’s rank or title. In addition to division meetings, departments have meetings as well, where issues of more particular interest are discussed. These meetings, in addition to Academic Senate, YFA, CSEA, and professional development opportunities, allow for the open, free exchange of ideas that lead to improvement at MJC.

The YFA, the CSEA, and the Academic Senate have procedures in place to select representatives to serve on campus committees and councils. Representatives from each group participate on the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee (both standing committees of the Academic Senate), and on College Council. Among other functions, those committees and the College Council advise the Academic Senate on issues of shared governance and provide forums for various stakeholders to participate in the determination of the college’s mission, vision, and goals.

Faculty are encouraged to share innovative ideas and best practices throughout the year. The Office of Instruction hosts a Faculty Teaching and Learning Seminar series, and presenters for this seminar are in-house volunteers who have pedagogical and/or philosophical ideas to share with regard to teaching. There are also break-out sessions hosted during Institute Days so that faculty can share best practices, technology, and pedagogy. Through these venues, faculty influence the academic culture at MJC.

Faculty, staff, and administrators have access to information that informs the college of its institutional effectiveness and Student Learning Outcomes through a variety of different communication methods: websites, newsletters (both hardcopy and electronic), emails and the district’s intranet [Ref. IVA-1]. Committee meeting minutes, membership and charges, mission and purpose statements, planning documents, calendars of events, budgets, policies, and handbooks can be found online for a wide variety of leadership groups across the campus [Ref. IVA-2]. Through this venue, interested stakeholders have continual access to current information.

Institutional planning efforts have recently been streamlined through an institutional Integrated Planning and Budgeting Processes’ Timelines of Activities.
table [Ref. IVA-3], which aligns all activities on campus, from continuous performance assessment through resource allocation and strategic planning. Supplementing the Integrated Planning and Budgeting Processes’ Timelines of Activities table is a Committees Work Group Integrated Planning and Budgeting Timelines table, which provides information about each group’s responsibilities in the planning processes [Ref. IVA-4]. This process holds all areas accountable to participate in the assessment, budgeting, and strategic planning of the institution through timely and effective reporting of crucial information.

All areas of the institution are invited to participate in the assessment process and in so doing, analyze and report ways for respective divisions, service areas, and administrative units to more effectively serve the students of Modesto Junior College. The Accreditation/Institutional Effectiveness (AIE) Committee facilitates this assessment annually during the Assessment Workshop in May [Ref. IVA-5]. Faculty, staff, and administrators also participate in planning through various committees which offer representation to the population at large, including but not limited to, Academic Senate, Yosemite Faculty Association (YFA), Classified School Employees’ Association (CSEA), Instructional Administrators’ Council (IAC), College Council, Campus Development Committee, Planning and Budget Committee, Curriculum Committee, Classified Staff Advisory Council [Ref. IVA-6]. Within particular divisions, service areas, and administrative units, individuals are empowered to work at the micro-level to improve offerings and services to students. The goal of the shared governance process is to give individual employees the opportunity to bring forward constructive ideas and plans to their immediate supervisor or their representatives on various committees and in the Academic Senate, and thereby affect the performance of the institution.

Self-Evaluation

The college partially meets the Standard.

The mission and goals of Modesto Junior College are published throughout the institution in a variety of media. Individual academic departments, service areas, and administrative units have particularized missions that spring from the institutional statement, and these are found in the various department, area, and unit materials (both printed and on the web) [Ref. IVA-7]. Drawing attention to core values such as excellence, inclusiveness, integrity, learning, and stewardship reflects the institution’s dedication to not only educating the mind but also shaping the whole person; therefore, when students matriculate through Modesto Junior College, they earn a quality education and gain the characteristics needed to be productive, effective citizens of this city, county, and state [Ref. IVA-8].

The past academic year has made it clear that the relationship of the Academic Senate to the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee, and the College Council needs to be clarified, especially in regard to the requirement that, under current Academic Senate rules, decisions by the committees and positions taken on the College Council by Academic Senate representatives must be ratified by the full Academic Senate.

Overall, the “environment for empowerment” at the college has been undermined by confusion about the shared governance process and how it has or has not been utilized in critical decisions over the past academic year.

Planning Agenda

In fall 2011, the College Council will lead college-wide discussions on the document Introduction to Decision-Making at Modesto Junior College Fall 2008-Spring 2010 and send a revised draft relevant constituencies for further discussion and, ultimately, ratification with the goal of final adoption and publication by the end of the fall semester. This process will entail consensus-building on and clear communication of the relationship between relevant committees, and councils in the governance of the college.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation

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in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The Board of Trustees established Policy 2100-Organizational Structures, directing the Chancellor of Yosemite Community College District to “establish organizational structures that delineate the lines of responsibility and fix the general duties of employees within the district” [Ref. IV A-9]. Further, Board Policy 2250- Institutional Planning, requires the district to have and implement “a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community” [Ref. IV A-10].

Board Policy 7015- Student Member, specifies the inclusion of a Student Trustee on the Board and outlines the duties of this Student Trustee [Ref. IV A-11]. A faculty member, elected by the academic senates of both colleges and Yosemite Faculty Association, serves as Faculty Consultant to the Board of Trustees [Ref. IV A-12]. The District Council maintains a Statement of Principles that defines the purpose of the council as making “recommendations to the Chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis.” The District Council serves as a major conduit for communication between and among the various constituent district groups. The membership of the District Council is clearly delineated and includes the Chancellor, Yosemite Faculty Association (YFA) President, YFA Budget Analyst, two Academic Senate Presidents (Modesto Junior College and Columbia College), Faculty Consultant to the Board of Trustees, two college Presidents (Columbia College and Modesto Junior College), Leadership Team Advisory Council (LTAC) President, two representatives from California School Employees Association (CSEA), and Yosemite Community College District (YCCD) Student Trustee [Ref. IVA-13].

The Academic Senate’s Planning and Budget Committee (PBC) coordinates all college planning efforts and serves to advise the Academic Senate on its shared governance role in this area [Ref. IVA-14]. The membership of this committee is as follows: the college President and the MJC Academic Senate President act as co-chairs; membership includes the Vice President of Instruction, Vice President of Student Services, Vice President of College and Administrative Services, Dean of Matriculation (Admissions and Records), Coordinator of Distance Education, Director of College Research and Planning, two instructional administrators, one Student Services Council representative, one student representative, two CSEA representatives, and five faculty members appointed by the Academic Senate. During the 2010-11 academic year, the PBC implemented substantial revisions to the manner in which resource needs identified in instructional, student services, and administrative unit program reviews are prioritized [Ref. IV A-15]. Criteria linked to college strategic objectives (including assessment of student learning outcomes) were developed by each of three councils: the Instructional Administrators’ Council, the Student Services’ Council, and the Administrative Council [Ref. IVA-15], and all staffing and equipment needs identified were ranked in accordance with these criteria. The Academic Senate ratified the revised prioritized ranking process in October 2010 [Ref. IVA-16].

Introduction to Decision Making at Modesto Junior College Fall 2008-Spring 2010 is a document intended to govern the decision-making processes; however, due to administrative turnover, the document has not reached the final draft and ratification stage. An initial draft of this document was developed by the college community in summer 2008 and reviewed by all constituent groups. The document is intended to outline the roles of faculty, staff, and students in institutional governance. Governance
groups include the Academic Senate and the Associated Students’ Student Senate and Inter-Club Council (ICC). The specific roles of Academic Senate committees are addressed, including the Accreditation/Institutional Effectiveness Committee, the Curriculum Committee, the Planning and Budget Committee, and the Professional Development Committee. Other campus groups are classified as organizational, advisory, workgroups, or task forces. Membership of the groups is explained, and the method by which each group reports its concerns to the greater college community is noted. Each group’s area(s) of responsibility is/are addressed [Ref. IV A-17].

The Board of Trustees has established a process for reviewing district policies and procedures [Ref. IV A-18]. Ideas for new policies or revisions of current policies can be received from trustees, administrators, staff, students, or the general public. The Policy and Procedures Review Committee considers these ideas with input from legal counsel and/or the District Administrative Council and Chancellor’s Cabinet, as needed. This committee forwards prospective policies/revisions for constituency group review (Academic Senate, CSEA, LTAC, and YFA). Throughout this process, Academic Senate rules require that the full Senate ratify all positions taken by its representatives on the District Council. After the constituency groups review the policy, they submit their respective groups’ reactions to the Policy and Procedures Review Committee. At this point, the committee re-evaluates the policy and makes changes, if necessary. The policy is then submitted to the District Council, which consists of the same constituency groups and the Chancellor. After receiving further feedback and input, the Chancellor can then submit the policy to the Board of Trustees for consideration. After a first and second reading, the Board may call for the policy’s adoption.

The major task of the District Council is to “participate actively in the comprehensive planning process” [Ref. IVA-19]. Additionally, the district Strategic Plan is coordinated through this body. In November 2010, led by the district Chancellor, the committee started the district-wide review of the YCCD Strategic Plan. To facilitate communication between the district and the college, District Council members solicited feedback from stakeholders during the revision of the Strategic Plan. In February, the Chancellor presented the revised YCCD Strategic Plan 2007-2015 [Ref. IVA-20] at District Council; the Board of Trustees adopted the planning document in May 2011 [Ref. IVA-21].

The District Council activities ensure that administration, faculty, staff, and student viewpoints are heard. Information is shared with the constituency leaders, and there is opportunity for all staff and students to be aware of major issues and plans within the district. The District Council facilitates coordination and cooperation between and among these district entities. Any member of the District Council may propose agenda items for consideration.

In July 2008, Modesto Junior College developed its Strategic Plan 2008-2013, consisting of an internal input scheme, ten goals, and their respective objectives [Ref. IVA-22]. Each goal specifies the locus of planning and implementation responsibility, accompanied by a completion date. During 2009-2010, this was further refined by activities for planning, implementation, and assessment (e.g., program review, outcomes assessment, institutional status report, 2010 Community College Survey of Student Engagement, Institutional Effectiveness Report) and strategic budgeting process (e.g., regular budget, zero-based operational/discretionary budget, salary and fringe benefits, employee positions, program review). Specific tasks associated with the activities have been organized according to a timeline [Ref. IVA-23]. Each task within the goals has an agent or agents responsible for completing the task by an assigned date.

Self-Evaluation

The college partially meets the Standard.

The college needs to complete, affirm, and publish an updated version of Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010. The current draft of that document states that Senate responsibilities for shared governance have been delegated to the Accreditation/Institutional Effectiveness Committee, the Curriculum Committee, the Planning and Budget Committee, and the Professional Development Committee; this
is in contradiction of Academic Senate rules, which are included in the same document. The need to modify either the document or the Academic Senate rules in this regard is apparent.

In the past year, there has been significant disagreement between the MJC Academic Senate and the college administration concerning the decision-making process at the college, particularly with regard to program reduction and/or elimination. There is room for additional improvement as evidenced by results of the 2010 MJC Climate Survey which indicate that 39 percent of respondents “disagree” or “strongly disagree” with the statement that “The college’s overall planning process effectively incorporates input from the appropriate people or groups in the college and district” [Ref. IVA-24]. Since that survey was administered, significant disagreement between the Academic Senate and the college administration concerning the decision-making process at the college indicates that the survey underscores the lack of consensus between the faculty and the college administration about the decision-making process. Results from the MJC Staffing Prioritization Survey also indicated a lack of communication and understanding of the resource allocation process [Ref. IVA-25]. Based on these survey results, the college is modifying the resource allocation process as necessary based upon input from constituent groups [Ref. IVA-26].

Planning Agenda

During fall 2011, the college will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders.

The college will conduct the biennial Campus Climate Survey in spring 2012, and it is hoped that revision of the decision-making document will lead to greater agreement that “The college’s overall planning process effectively incorporates input from the appropriate people or groups in the college and district.”

IVA.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Board Policy 6020- Program and Curriculum Development, mandates that “procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance....shall include appropriate involvement of the faculty and Academic Senate in all processes” [Ref. IVA-27].

Board Policy 4103- Academic Senates and Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010 state that faculty members, through the Academic Senate, make recommendations to the college administration and the Board of Trustees in areas related to academic and professional matters [Ref. IVA-28, 6]. Administration must rely primarily on faculty in some areas and must come to mutual agreement in other areas, as defined by Title 5.

Through its governance structure, MJC relies primarily upon the recommendations from faculty on all student learning programs and services. The standing committees of the Academic Senate (Planning and Budget, Curriculum, Accreditation/ Institutional Effectiveness, Professional Development) inform the campus community regarding curriculum, student learning outcomes and assessment of student learning.

The Curriculum Committee makes recommendations to the Board of Trustees regarding new courses and programs, modifications to existing courses and programs, and graduation requirements [Ref. IVA-29]. In accordance with Title 5 [Education Code 53200(c)], the Curriculum Committee also establishes prerequisites and places courses within disciplines, sets degree and certificate requirements, places standards on student preparation, oversees distance education and education program development. The co-chairs of the committee are...
faculty members: the Academic Senate President-Elect and one member of the Curriculum Committee who is elected by the committee. Except for one representative, the Dean of Matriculation, all voting members of the Curriculum Committee are faculty members. The Vice President of Instruction monitors the activities of the committee as an ex-officio member and is responsible for all reports and compliance issues.

The Instructional Administrators' Council (IAC) receives updates from the Curriculum Committee co-chair every semester regarding any changes to curriculum policies and procedures at the college, cycle of curriculum review revisions, and other necessary information. The college uses CurricUNET as its curriculum management system [Ref. IVA-30]. Faculty and educational administrators are the only college personnel who have access to the system for creating or revising curriculum. During the 2010-2011 academic year, MJC was forced to deal with a severe budget shortfall projected for the 2011-12 academic year, resulting in the elimination of several academic programs [Ref. IVA-31]. The Academic Senate signed a Memorandum of Understanding (MOU) with the former President outlining a temporary emergency procedure for eliminating programs [Ref. IVA-32]. This MOU superseded the Senate's Program Viability Procedure for spring 2011. The MOU process for determining program elimination was:

1. Deans consult with division faculty to determine potential areas of programmatic reductions, which they then submit to the President.

2. The college President works with the Planning and Budget Committee to develop a list of allowable eliminations of instructional and student services programs and services.

3. The President coordinates with the District Chancellor and the President of Columbia College to develop a list of programs and service eliminations that maintain as much as possible the essential integrity of the colleges and the district.

4. The list of proposed eliminations and their rationale is voted on by the PBC at its first meeting in March.

5. The list of proposed eliminations and rationale, accompanied by a report on the vote of the PBC, is submitted to the Academic Senate and voted on for ratification or modification of the proposal at a special meeting to be held on Tuesday, March 8, 2011 at the regular time and location.

The former President of MJC worked with PBC and developed a list of criteria to assess programs and services [Ref. IVA-33] in addition to consulting with his management team. On February 28, 2011, the President sent a memo to the college in which he outlined his proposal to address an $8 million budget deficit [Ref. IVA-34]. The PBC voted not to support his budget plan at its March 4, 2011 meeting [Ref. IVA-35]. Additionally, the Academic Senate rejected the former President’s plan and submitted a different budget reduction plan to the Board of Trustees [Ref. IVA-36, 37]. At its March 2011 meeting, the Board of Trustees eliminated eight instructional programs at MJC [Ref. IVA-38].

**Self-Evaluation**

The college partially meets the Standard.

The Academic Senate’s current Program Viability Procedure was shown to be inadequate for the purpose of determining what viable academic programs to eliminate should that be necessitated by budget shortfall. The above-described process incorporated in the MOU signed by both the administration and the Academic Senate was supported by the Senate as a good faith attempt to come to consensus with the administration on recommendations to the Board of Trustees regarding cuts to programs and services necessitated by such a budget shortfall. After the Academic Senate reviewed and rejected the former President’s proposal, the Senate adopted its own response, which was a modification of the President’s proposal. The administration made no direct response to the proposal, and no further significant effort took place between the Academic Senate and the college administration to come to consensus on recommendations regarding cuts to college programs and services.
Planning Agenda

The past academic year has demonstrated that relations and processes with regard to program elimination during times of fiscal crisis must be improved. To that end, the Academic Senate is planning a campus-wide forum, scheduled for August 17, 2011, featuring a speaker from the state Academic Senate. Dr. Phil Smith who was District Academic Senate President when Los Rios Community College District worked through similar challenges. He will host a workshop to help MJC establish its methodology for dealing with prioritization of courses and programs.

The Academic Senate and the college administration will strive to come to consensus on a collaborative, shared governance process for determining what student learning programs and services, if any, should be eliminated during times of severe financial crisis.

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

At the district-level, the Board of Trustees practices inclusiveness. A Student Trustee and a faculty member serving as Faculty Consultant have direct input to the Board [Ref. IVA-39]. The District Council advises the District Chancellor and includes council members from faculty, classified staff, and students. As stated in the District Council Statement of Principles, the Council serves to meet the needs of the district and its constituencies. The District Council “serves as a major communication vehicle among and between the many entities in the district” [Ref. IVA-13].

Modesto Junior College administrators, faculty, staff, and students work together for the good of the institution. The Mission, Vision, and Core Values Statements include “we value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement” [Ref. IVA-40]. As described in Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010, all college committees and groups draw members from all stakeholders: administrators, faculty, staff, and students [Ref. IVA-6].

Information is shared with all constituents. Board policies are available to all through the Yosemite Community College District website [Ref. IVA-41]. District Council information is available through the website also [Ref. IVA-42]. The Board of Trustees agendas are sent to all staff and Board of Trustee meeting minutes are available on-line. District Council minutes are posted on the YCCD website. The newly revised YCCD Strategic Plan 2007-2015 is available on-line [Ref. IVA-43, 20]. College Council agendas and minutes are sent to all faculty and staff, and are posted on the college’s website [Ref. IVA-45]. MJC Curriculum Committee agendas and minutes are sent to all faculty and staff, and are available online [Ref. IVA-46]. The Academic Senate agendas and minutes are available online and sent via email to all faculty, educational administrators, and the members of the Board of Trustees [Ref. IVA-47]. The California State Employees’ Association agendas and minutes are sent to all classified staff and are available for review on the CSEA website [Ref. IVA-48]. The Associated Students’ Senate, Inter-Club Council, and dependent committee agenda and minutes are available upon request on the Student Development and Campus Life Office.

Written policies on governance at both the district and college levels are readily available to all administrators, faculty, staff, and students. The primary role of faculty in academic areas of student educational programs and services planning is addressed through the involvement of the Curriculum Committee, the Accreditation/Institutional Effectiveness Committee and the Planning and Budget Committee in their role of facilitating the Academic Senate’s responsibility to represent the faculty on such issues. Groups at the
district and at the college inform the administrators, faculty, staff, and students through timely agendas and minutes. At the district-level, minutes from Board meetings are posted on the website; the Chancellor’s office sends out a summary of all Board actions following a meeting in an email called Board Connections [Ref. IVA-49]. As soon as the Board approved it, the revised YCCD Strategic Plan 2007-2015 was posted on the Chancellor’s website for the district community [Ref. IVA-43].

**Self-Evaluation**

The college partially meets the Standard.

The past academic year highlighted considerable confusion and disagreement about the decision-making process at the college. Due to the strong disagreement between the college administration and faculty over the former President's budget reduction plan, communication processes at the college need to be improved between all constituent groups.

The inadequacy of current policy and procedures to manage elimination of viable academic programs and services due to budget shortfall has already been addressed, as has the necessity of revising and adopting an updated version of *Introduction to Decision Making at Modesto Junior College Fall 2008 – Spring 2010*.

**Planning Agenda**

The governing board, administrators, faculty, staff, and students will engage in ongoing discussion with the goal of determining additional strategies for improving the ability to work together for the good of the institution.

During Fall 2011, the college will evaluate, revise, and publish an updated version of the *Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010* using a process that incorporates thorough discussion and ratification by campus stakeholders.

**IV.A.4**

The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other report team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Descriptive Summary**

Modesto Junior College has responded to the recommendations made by the Commission in the last self-study cycle. The *2005 Self Study Report* [Ref. IVA-50], *2007 Progress Report* [Ref. IVA-51], and the *2008 Midterm and Special Reports* [Ref. IVA-52, 53] were all submitted in accordance with the ACCJC's standards, policies, and guidelines. In 2008, the Accrediting Commission placed Modesto Junior College on Probation for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 8, 2008 [Ref. IVA-54].

Modesto Junior College, in response to the probation action, completed a *Special Report* in conjunction with the *Midterm Report* on October 15, 2008 [Ref. IVA-52, 53]. The two deficiencies that required full resolution included Recommendation 4 (first noted by the Commission in June 2000) and Recommendation 7 (first noted by the Commission in January 2006).

Modesto Junior College, in compliance with the Accrediting Commission Standards, developed and implemented a planning initiative to address the staffing, support services, and programs on the East and West campuses. The college also developed and implemented a Strategic Planning process that connected long-term program and services planning for financial resource development, as well as to facilities, human resources, and technology planning, consistent with the mission of the college [Ref. IVA-22].
Modesto Junior College has demonstrated honesty and integrity when communicating institutional qualities and effectiveness to external agencies and the general public. The MJC Annual Report is published through the Public Information Office and provides benchmarking data and outcomes at the departmental, division and institutional levels [Ref. IVA-55]. External partnerships with funding agencies (e.g. grants and contracts) are monitored and evaluated through the Office of the Executive Vice Chancellor of Fiscal Services. The district Grant Manager acts as a compliance officer on behalf of all grants and provides technical assistance for grant research, grant writing, and grant implementation. The Controller for the district provides supervision and coordination for the district Grants Management Office [Ref. IVA-56]. Contracts and grants are reviewed first at the college level and require review and approval by the departmental management team member, division Dean, budget review, Academic Senate, Vice President of Instruction, and college President. After approval at the college level, the draft documents (contract or grant) with a cover sheet noting college approvals are forwarded to the district for full review, including legal compliance, and they are then presented to the Board of Trustees [Ref. IVA-57].

As a result of the 2008 Midterm Report, the 2008 Special Report, and the evaluation team visit conducted on November 7, 2008, Modesto Junior College was removed from Probation in February 2009 [Ref. IVA-58]. The Special and Midterm Reports became part of the accreditation history of the college and have been used extensively in preparation for the upcoming comprehensive evaluation.

The college submitted a Substantive Change Proposal for Distance Education required by the Commission based on a full review of distance learning in accordance with the required proposal submission process [Ref. IVA-59]. The Commission approved the college’s proposal for the offering of 47 Associate Degrees, 19 Certificates of Achievement, and 22 University Prep, General Education and Skills Recognition programs at 50 percent or more through the modes of distance or electronic delivery [Ref. IVA-60].

Self-Evaluation

The college meets the Standard.

Modesto Junior College's past accreditation history shows integrity in its relationship with the Commission by responding expeditiously and honestly to the recommendations of the Accrediting Commission. The institution’s sensitivity to the recommendations of the Accreditation Commission is evident by its removal from probation in a short period of time.

The college's record of accomplishment of grant success over the past fiscal year includes over six million dollars in successful external funding, including the EOP&S grant, Center of Excellence Grant, TRIO grant, Title 5 and several other strategic plan-driven priorities grants [Ref. IVA-61]. Contracts over the past year have led to 100 percent funding for the Vocational Nursing Program on campus and multiple green job fully funded training programs for displaced and under-employed workers in the region [Ref. IVA-62].

As a component of full and public disclosure, accreditation status is published in the MJC Catalog and on the college website. Self Study documents, accreditation recommendations, progress reports, and the focused mid-term report are available on the college website [Ref. IVA-63], in the Office of the President, and in the office of the Accreditation Liaison Officer.

Planning Agenda

In its action letter regarding the Substantive Change Proposal for Distance Education, the Commission requested that the college monitor and analyze the success rates of its distance education programs as they compare to face-to-face programs. The college Office of Research and Planning has started this annual analysis as part of the Institutional Effectiveness Report; study sessions will be conducted in the Academic Senate, division and departmental meetings and other participatory groups for dialogue and analysis.

The college will notify the Commission of programs eliminated in 2010-2011 and will provide rationale for each eliminated program and service.
IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Modesto Junior College actively engages in comprehensive planning and a continuous learning cycle as demonstrated by the revision of its mission statement to focus more clearly on Student Learning Outcomes and assessment [Ref. IV-A-64]. As described in Standard IB, the college has an integrated program review, planning, and resource allocation process. The Accreditation/Institutional Effectiveness (AIE) Committee is responsible for ensuring the effectiveness of planning processes on the institutional level [Ref. IV-A-65]. The AIE Committee evaluates the institution using both internal and external data, via instruments such as the Community College Survey of Student Engagement (CCSSE), the Campus Climate Survey, the program review process, and evaluation of Student Learning Outcomes [Ref. IV-A-66, 67]. The Planning and Budget Committee (PBC) uses that data and evaluation, along with guidance of the college's Mission Statement and Strategic Plan, to develop resource-allocation recommendations to the college President [Ref. IV-A-14]. The Strategic Plan itself had a major revision in 2008, and it is reviewed annually. [Ref. IV-A-22]. Each spring, the AIE Committee holds an Assessment Workshop to evaluate the status of the college as a whole and determine issues that need to be addressed [Ref. IV-A-69].

The Office of College Research and Planning offers a wide array of data analysis services [Ref. IV-A-70]. The Campus Climate Survey, the Community College Survey of Student Engagement, local and regional environmental scanning, and the Institutional Effectiveness Report emanate from this office. The 2010 Institutional Effectiveness Report explores both internal and external (community and regional) data that informs the college planning and decision-making processes. New data elements have been added to the Institutional Effectiveness Report to improve the scope of data-driven decision-making across campus.

Recent years have seen increased focus on Student Learning Outcomes as well as Service Area Outcomes. Internal stakeholders have begun to utilize research data to strengthen their analysis of Student Learning Outcomes and as a basis for development of program review documentation. A college-wide Assessment Work Group regularly reviews progress on SLOs and their assessment, including the development and assessment of course- and Program Level Learning Outcomes [Ref. IV-A-73]. Representation by the Academic Senate and classified staff is evident on all campus teams associated with planning, evaluation, and assessment [Ref. IV-A-76, 77].

The college community engages in various evaluation efforts related to institutional planning and implementation efforts. The college’s standing committee structure, as well as task forces and work groups, allows for appropriate evaluation of planning and implementation efforts. The college annually evaluates college planning, program review, assessment, and resource allocation processes through its Assessment Workshop, which is sponsored by the AIE Committee [Ref. IV-A-69]. In spring 2011, the AIE Committee conducted a survey to evaluate the efficacy of the college's staffing prioritization process developed by PBC [Ref. IV-A-25]. Based upon this formal evaluation, the AIE Committee developed a number of recommendations to the PBC for improvements to the process for the next planning, program review, and resource allocation cycle in 2011-2012 [Ref. IV-A-73]. These recommendations included methods to increase awareness among college personnel of the process and refinement of criteria used in prioritization of resources.

Self-Evaluation

The college partially meets the Standard.

Modesto Junior College continually evaluates and revises its decision-making processes through
the work of the Accreditation/Institutional Effectiveness Committee. At the conclusion of each year, AIE reviews and evaluates the successes of each strategic goal in reaching its objectives in addition to an evaluation of the effectiveness of the planning processes. Although AIE disseminates this information and its recommendations for improvement through newsletters, emails, websites and study sessions at different planning councils, it is apparent that the results of the evaluations are not widely known to the campus community. The 2010 Campus Climate Survey, the Focus Group Analysis, and the 2011 Staffing Prioritization Survey all indicate a low awareness of the evaluation of the college’s processes and decision-making.

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 [Ref. IVA-74].

The Modesto Junior College Strategic Planning and Budgeting Processes’ Timeline of Activities is available in Gantt chart format in order to aid in the evaluative process and ensure cohesion amongst committees and work groups [Ref. IVA-23]. The Gantt chart provides an additional measure of accountability for the college’s planning and budgeting processes through a clear representation of the activities of each committee, work group, and office, as well as how these activities feed into the overall planning and budgeting process for the college as a whole.

However, the evaluation process did not focus attention on issues of the actual structure and functioning of the decision-making process at the college, e.g., the function of Academic Senate standing committees (PBC, AIE,) and the College Council in the process. During the past academic year, problems with the decision-making process surfaced and caused significant confusion and disagreement between the Academic Senate and college administration.

Planning Agenda

As the current planning endeavors are being measured and benchmarked, there is a need for process improvement with regard to classified and student committee representation. Only half of the respondents to the 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “Classified staff members have a substantive and clearly defined role in institutional governance” [Ref. IVA-24]. The college will engage in further dialogue about participation in governance committees to ensure participation of classified staff and students. The AIE’s Focus Group Interviews [Ref. IVA-68] have identified strategies to address this issue.

Additionally, in spring 2012, faculty, classified staff, and administrators will be surveyed concerning their level of knowledge of the structure and functioning of the college decision-making process and their attitudes toward it. The survey will include specific focus on an updated and ratified version of Decision Making at Modesto Junior College Fall, 2008 - Spring 2010.
References for Standard IV.A

1. YCCD Website
2. MJC Website
3. Integrated Planning and Budgeting Processes’ Timelines of Activities
4. Strategic Planning and Budgeting Processes’ Timelines of Activities for Committees and Work Groups
5. Accreditation/Institutional Effectiveness (AIE) Committee, May 6, 2010 Agenda
6. Introduction to Decision Making at Modesto Junior College: Fall, 2008 – Spring, 2010
7. Example of Particularized Mission Statement: Division of Literature and Language Arts
8. MJC Mission, Vision and Core Value Statements
9. Board Policy 2100: Organizational Structure
11. Board Policy 7015: Student Member
12. Job description for the Faculty Consultant to the Board of Trustees
13. District Council, Statement of Principles
14. Planning and Budget Committee
15. Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
16. Academic Senate Ratification of Ranking Process, October 7, 2010
17. Introduction to Decision Making at Modesto Junior College Fall, 2008-Spring, 2010
19. YCCD District Council Statement of Principles
20. YCCD Strategic Plan 2007-2015
21. YCCD Board of Trustee Meeting Minutes, May 11, 2011
22. MJC Strategic Plan, 2008-2013
23. Integrated Planning and Budgeting Processes’ Timelines of Activities
24. MJC Climate Survey Analysis, Spring 2010
25. MJC Staffing Prioritization Survey 2011
27. Board Policy 6020: Program and Curriculum Development
28. Board Policy 4103: Academic Senates
29. Curriculum Committee, Charge and Membership
30. CurricUNET Login Page
31. Yosemite Community College District Board of Trustees Meeting Minutes, Resolution Regarding Program Elimination, March 9, 2011
32. MOU: Emergency Program Elimination between Academic Senate/College President
33. Planning and Budget Committee Criteria per MOU
34. Budget Proposal Memo from Gaither Loewenstein, February 28, 2011
35. Planning and Budget Committee Minutes, March 4, 2011
36. Academic Senate Minutes, March 8, 2011
37. Academic Senate Resolution SP-11C
38. YCCD Board of Trustees Meeting Minutes, March 9, 2011
39. YCCD Board of Trustees Website
40. Modesto Junior College Mission, Vision and Core Value Statements
41. YCCD Board Policies and Procedures
42. District Council
43. YCCD Chancellor’s Website
44. YCCD Board of Trustees Meeting Minutes Archives
45. College Council Agendas and Minutes
46. Curriculum Committee Agendas and Minutes
47. Academic Senate Agendas and Minutes
48. CSEA Website
49. Board Connections, March 2011
50. 2005 Self Study
51. 2007 Progress Report
52. ACCJC Special Report, October 15, 2008
53. AACJC Midterm Report, October 15, 2008
54. ACCJC Action Letter, January 8, 2008
55. MJC Annual Report
56. Grant Submittal Form
57. Board of Trustees Meeting Minutes, Discussing Grants
58. ACCJC Action Letter, February 2009
59. Substantive Change Proposal for Distance Education, October 11, 2010
60. ACCJC Action Letter, December 2010
61. Title 5 Grant
62. Green Technology Grant
63. MJC Accreditation Website
64. College Council Meeting Minutes, Review of Mission Statement, September 13, 2010
65. Accreditation/Institutional Effectiveness Committee: Charge and Membership
66. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
67. Program Review
68. Accreditation/Institutional Effectiveness Committee: Analysis of Focus Group Interviews
69. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Minutes, May 6, 2010
70. Office of College Research and Planning Website
71. Accreditation/Institutional Effectiveness Committee: Charge and Membership*
72. Assessment Work Group
73. Resource Allocation Model, August 2010
74. Assessment Cycle Graphic
Standard IV.B
Board and Administrative Organization
**IV.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. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

**IV.B.1**

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

**Descriptive Summary**

The Yosemite Community College District (YCCD) consists of two colleges (Columbia College and Modesto Junior College) and one Central Services operation. The seven-member Board of Trustees governs the Yosemite Community College District. Each member is elected from a specific geographic region in the service district, and each serves a four-year term [Ref. IVB-1].

The Board of Trustees maintains and regularly approves updates to a district policy and procedures manual, *YCCD Board Policy and Procedures* [Ref. IVB-2]. For ease of access it is posted on the district’s website. All policies presented to the Board for adoption or revision are first vetted through a review process. Participating in the process is a Board Policy and Procedures Committee which has membership representing all primary constituency groups, including Modesto Junior College (MJC) Academic Senate, Columbia College (CC) Academic Senate, Yosemite Faculty Association (YFA), California School Employees’ Association (CSEA), MJC administrators, Columbia College administrators, and Chancellor’s office staff [Ref. IVB-3]. YCCD Board Policy 7410-Policy and Administrative Procedures, clearly state the Board’s role in establishing policy. The district subscribes to the Community College League of California’s Board Policy & Administrative Procedure Service. Furthermore, the Board updates its policies twice per year and conducts an internal review of district policies and procedures. Recommendations regarding the review and update of district policy are considered year round [Ref. IVB-2].

YCCD Strategic Plan Goal #2 states that the “Yosemite Community College District offers comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.” In addition, the goal’s objectives state that YCCD will “Implement strategic planning and program review processes;” “Provide effective support to programs and services through user-friendly processes;” “Support the development and implementation of Student Learning Outcomes (SLO) initiatives district-wide;” and “Track and respond to economic and workforce trends” [Ref. IVB-4].

Also, YCCD Board Policy 7405- Program Curriculum Development, describes the Board’s role and responsibility to select the Chancellor. The Policy states, “The Board of Trustees shall select the Chancellor. The Board shall have the final right and responsibility of making this selection, and the selection procedure will be exempt from the usual district personnel selection procedures and practices” [Ref. IVB-5].

In addition, YCCD Board Policy 6020 states, in part, “The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” [Ref. IVB-6].

**Self Evaluation**

The college meets this Standard. The Board of Trustees works together in support of the interests of the district and other stakeholders both within and without the institution. With regard to selecting
and evaluating the Chancellor, the Board’s role is clearly defined and board members understand the value of preserving the successful hiring procedures used in the past for hiring the CEO. With regard to establishing board policies, there are opportunities to provide input at all stages of review and revision from the public and internal constituency groups. The process for policy formation and revision is well established and followed regularly.

Planning Agenda

None.

IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The YCCD Board of Trustees is an independent policy-making body. The Board appropriately represents the public interest and avoids conflicts of interest, following Board Policy 7710- Conflict of Interest [Ref. IVB-7]. Conflict of interest forms (California Form 700 – Statement of Economic Interest) are filled out and submitted annually and are available for inspection by the general public [Ref. IVB-8]. The trustee jurisdiction areas are equally balanced as of the latest census data. All board meetings adhere to the Brown Act and use the Sturgis Standard Code of Parliamentary procedure in conducting meetings. All board meetings are noticed within the legal requirements, and at each board meeting a binder comprised of all documents the Board receives is available to the public for inspection.

The Board meets monthly for its regular meetings, holds study sessions, convenes special meetings, attends institute and in-service days at each college location, and hears a standing agenda item in which each member of the Board has an opportunity to discuss college activities, events and/or meetings he or she may have attended [Ref. IVB-9].

The Board records in the minutes additional reports of items that fall under their special priorities: the district’s mission and vision statements and Measure E outreach sites [Ref. IVB-1].

Self Evaluation

The college meets the Standard. The method by which trustees are elected ensures that the members of the Board are representative of the populace of the colleges’ service areas. Board members are elected to serve by geographic area. As elected officials, board members interact with their constituents in a variety of community functions and often bring feedback into discussions at board meetings. Minutes of board meetings provide documentation of the ability of the Board to reflect public interest. Board meeting agendas and minutes are posted on the YCCD website, and they are available upon request from the Chancellor’s Office. A monthly newsletter from the Chancellor’s Office, Board Connections, is sent via email to all district personnel [Ref. IVB-10]. Once the Board reaches a decision, it moves as a body toward implementation.

Planning Agenda

None.

IV.B.1.b.

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The YCCD mission states “The Yosemite Community College District is committed to serve the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural and economic development” [Ref.
IVB-4]. The Board of Trustees’ website has posted policies that reflect the adherence to this Standard, including the following examples.

Board Special Priorities were established for the 2010-2011 academic year [Ref. IVB-11]. While many of these were administrative in nature, several had to do with evaluation, leadership training, seeking out a highly qualified and diverse workforce, and maximizing access to college. These goals directly address the needs of the community through improvement of the academic and support programs on campus.

Board Policy 6020- Program and Curriculum Development states [Ref. IVB-6]:

The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:
• appropriate involvement of the faculty and Academic Senate in all processes;
• regular review and justification of programs and course descriptions;
• opportunities for training for persons involved in aspects of curriculum development.

This policy illustrates the Board’s acknowledgement of and respect for the faculty’s responsibility for curriculum development while still maintaining the proper level of responsibility and supervision for educational programming and quality.

Self Evaluation

The college meets the Standard. The Board has adopted policies and regulations that provide guidance and supervision of college procedures and practices. Its actions fully support the mission of the Yosemite Community College District.

Planning Agenda

None.

IV.B.1.c

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Approval and responsibility for educational programs of the college and the district as well as the fiscal integrity of the district lies with the Board of Trustees. The Board approves the Educational Master Plan, the Facilities Master Plan, and the Enrollment Plan on a set schedule. The Board monitors the accreditation process from regularly scheduled reports at board meetings [Ref. IVB-12]. The Board receives regular reports and assumes responsibility for all legal matters associated with college and district operations. The Board meets with the district’s legal counsel regarding actual or potential litigation as necessary [Ref. IVB-13]. The Board meets with the district’s independent external audit firm for both planning the financial audit and reviewing the results of the audit annually [Ref. IVB-14]. The Board approves the annual budget [Ref. IVB-15].

YCCD Board Policy 7405- Board Responsibilities and 7715- Code of Ethics/Standards of Practice address the Board’s role and responsibility in educational quality, legal matters, and financial integrity [Ref. IVB-5, 16]. YCCD Strategic Goal #9 states, “The Yosemite Community College District optimizes its resources through creative and prudent fiscal management providing a stable, yet flexible funding base.” Objectives to reach this goal include, “Maintain sound district-wide internal fiscal controls to achieve an annual unqualified audit opinion; Maintain a minimum of 5 percent district General Fund Balance Reserve; Secure and effectively manage external funding for programs and services that support the district’s mission; Integrate the resource allocation process with the district mission and ensure that it is transparent and clearly communicated throughout the district; Communicate the allocation of fiscal resources through a clear, transparent, and inclusive process” [Ref. IVB-4].

The Board of Trustees bears direct responsibility for monitoring all aspects of the district and college finances. External audit reports are delivered to the Board annually. YCCD has scored highly on these
audits over the past many years. The Chancellor and staff support direct board member involvement in the internal audit process (bond measure oversight) and direct access to external auditors [Ref. IVB-17].

**Self Evaluation**

The college meets the Standard. The YCCD Board of Trustees carries out its responsibilities to ensure both educational quality and financial stability. The Board conducts regular monthly meetings and special meetings on selected topics. Regular and special meeting agendas and resulting minutes are all posted, archived, and available on the district website. The Board is routinely advised regarding all legal, financial, and educational issues by the Chancellor. Trustees make all final decisions in each of these areas, and this is reflected in the board minutes.

The district faced severe budget cuts in the 2010-2011 academic year. The Board of Trustees directed the Chancellor to develop plans to address the budget shortfall. The Chancellor determined that each cost center would bear the budget reduction using the same percentages of allocation of resources. The Chancellor directed each President, using the institution’s established processes, to develop a plan to address the budget reductions. MJC’s share of the district’s shortfall was $7.6 million [Ref. IVB-18]. The former MJC President, working with his administrative team, developed a budget reduction plan that was shared with the college community on February 28, 2011 [Ref. IVB-19]. MJC’s budget reduction plan included program eliminations as well as faculty, staff, and administrative layoffs. Following college review and comment, the plan was presented to the Board of Trustees for action on March 9, 2011 [Ref. IVB-20]. The Board heard testimony from faculty, staff, and community members regarding the budget reduction plan during meetings in March, April, and May [Ref. IVB-21].

**Planning Agenda**

None.

### IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary**

The Board has seven voting members and one non-voting student member. Board size is described in Board Policy 7010, Board Duties and Responsibilities are in Board Policy 7405, Board Structure and Policies and Procedures are all published in YCCD Board Policy and Procedures [Ref. IVB-22, -2]

**Self Evaluation**

The college meets the Standard. The Board has published by-laws and policies as required by this standard. The YCCD Board follows these policies as required by this standard. The Board follows these policies in the performance of its duties and responsibilities. All policies are reviewed regularly and updated as needed.

**Planning Agenda**

None.

### IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary**

The Board continuously revises and updates its policies and procedures throughout the year. The Policy and Procedures Committee with all constituency groups represented, the District Council with the leaders of each constituency group, and the Chancellor all play a role in the review and revision of policies and procedures prior
to submission to the Board. All policy revisions are agendized and require at least two readings before final adoption or approval. The minutes of all proposed policy changes are archived. A review of policy and procedure review activity in 2009 was presented to the Board at its February 2010 meeting, which stated “During the 2009 calendar year, the YCCD Policy and Procedures Review Committee has brought forth three (3) new YCCD Board Policies, revised 41 Board Policies, and revised seven (7) YCCD Procedures” [Ref. IVB-23].

The Board has a system for evaluating and revising policies on a regular basis. The system is implemented and functional. A policy and procedure revision process flow chart is used to illustrate the process [Ref. IVB-24]. Additionally, the Board conducts an annual board reorganization meeting in December, and those minutes are posted for public inspection [Ref. IVB-9].

All policies presented to the Board for adoption or revision are first vetted through a review process. The review process begins with the Board Policy and Procedures Committee which has membership representing all primary constituency groups, including: MJC Academic Senate, Columbia College Academic Senate, Yosemite Faculty Association, classified staff, MJC administrator, Columbia College administrator and Chancellor’s Office staff [Ref. IVB-3]. YCCD Board Policy 7410- Policy & Administrative Procedures, clearly state the Board’s role in establishing policy [Ref. IVB-25]. The district subscribes to the Community College League of California’s (CCLC) Board Policy & Administrative Procedure Service. Furthermore, the Board updates its public twice per year and conducts internal reviews of district policies and procedures. Recommendations regarding the review and update of district policy are considered year round.

Self Evaluation

The college meets the Standard. All YCCD Board of Trustee policies are in a continuous review process. After the policies are reviewed and approved by all appropriate constituent groups and councils, they are sent to the Board for a first reading, second reading, and adoption.

Planning Agenda

None.

IV. B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

On a rotating and as needed basis, trustees attend the following board development and orientation activities: Community College League of California (CCLC) Trustee Workshop and Legislative Conference, CCLC annual conference and partnership convention, VIP/JPA Board of Directors meeting, Community College League of California Advisory Committee, CCLC Advisory committee on legislation, CCLC Trustees Conference, and previously the AACC National Legislative Seminar (this event has not been attended in the past two years) [Ref. IVB-26, 27].

The Board conducts various study sessions, retreats and workshops throughout the year. Topics have included SEMS/NIMS, budget study sessions, audit planning meetings and audit review meetings [Ref. IVB-28]. The Board also meets with various department heads to learn about their programs. They regularly hear special presentations at board meetings regarding planning, accreditation, and programs both at Columbia College and MJC. Members of the board have attended a panel discussion at MJC, where administrators, instructors, and staff shared their perspectives on the accreditation process, and college Institute Days and In-Service days at both MJC and Columbia College [Ref. IVB-29].

New member orientation is primarily conducted by the Chancellor. Each college President provides a tour of the facilities for a new trustee as well as a briefing on college priorities. The district’s Chancellor provides informative material to candidates who are running
for office. Much of the material that candidates are given is the same as that which a new trustee might need in order to understand the operations of the district. Additionally, the one-on-one orientation meeting with the Chancellor provides a brief update on accreditation issues and challenges.

New board member orientation is conducted shortly after the elections. Elected members meet with the Chancellor, are provided with core documents of the institution, and are given tours of the colleges and programs to acclimate them to the district and colleges. They attend new trustee trainings and orientations held by the CCLC (Community College League of California). There are ongoing opportunities to attend trustee workshops at local, state and federal levels; for example, the Stanislaus County School Board, CCLC Conferences, AACC, ACCT, and CCCT all host workshops for trustees. Trustees can also dictate their own training program by calling on staff to provide special study sessions on selected topics.

The Board has seven trustees representing the five geographic areas of the district. There is one representative for each of the first four areas. There are three representatives from the fifth area, which has three times the population of the other areas. Four-year terms begin on even numbered years and are staggered every two years. The details of board elections are provided in Board Policy 7100- Board Elections [Ref. IVB-30].

Self Evaluation

The college meets the Standard. The YCCD Board of Trustees participates in board development activities on a regular basis. Board members receive orientation by the Chancellor and attend the Community College League of California trustee training. Staggered terms of office are in place.

Planning Agenda

None.

IV.B.1.g.

The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board’s self-evaluation process is described in YCCD Board Policy 7745- Board Self-Evaluation. The self-evaluation is conducted annually and is presented and discussed during an open session [Ref. IVB-31].

At the August 18, 2010 special board meeting, the Board set as one of its special priorities a revision to the Board’s self-evaluation process. This special priority is intended to connect governance-related state standards for accreditation to the Board’s self-evaluation standards [Ref. IVB-11].

Self Evaluation

The college meets the Standard. Although the Boards self-evaluation process has always addressed accreditation issues, its newly-revised process includes much more emphasis on accreditation standards. The Board responds to its own evaluation by primarily focusing on the areas that have the widest range of difference in trustee response. These points of variance are discussed and plans are made to address the inconsistencies and facilitate improvement.

Planning Agenda

None.

IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
**Descriptive Summary**

The YCCD Board of Trustees has Board Policy 7715-Code of Ethics/Standards of Practice and Board Policy 7717- Civility Policy [Ref. IVB-16, 32]. These policies detail the expectations for board members' behavior. There is a procedure to follow if violations of the Board’s code of ethics occur. The Board has not implemented this process to date, for there have been no violations of the code of ethics.

**Self Evaluation**

The college meets the Standard. The Board has a policy and procedure Board Policy 7715- Code of Ethics/Standards of Practice, which addresses this standard. The current board members work in a collegial, professional manner, taking their elected duties seriously on behalf of the colleges and the community.

**Planning Agenda**

None.

**IV.B.1.i.**

The governing board is informed about and involved in the accreditation process.

**Descriptive Summary**

The YCCD Board of Trustees has been regularly informed about and involved with the accreditation process. A number of board study sessions are conducted throughout the year [Ref. IVB-28]. The Board conducts regular monthly open board meetings, distributes its agenda to jurisdictional media outlets, and has a standing item on the agenda for updates and reports regarding the development of each college's accreditation Self Study [Ref. IVB-12]. Board members regularly engage college leaders in dialogue on accreditation matters during board meetings. One of the Board’s stated special priorities for 2009-10 was to “Monitor and support full compliance with accreditation standards for each district college [Ref. IVB-33].”

The Board regularly reviews the key components of the integrated planning process. Those include the Educational Master Plan, the Facilities Master Plan, and the annual budget [Ref. IVB-15]. The Board engages in dialogue with the staff on these reports and the colleges' progress in meeting or exceeding the related state standards. Additionally, a member of the YCCD Board of Trustees serves on the Accreditation Standard IV:B writing team [Ref. IVB-34].

**Self Evaluation**

The college meets the Standard. Some of the board members have attended training provided by the CCLC where an emphasis is place on the accreditation process. Board members participated in the Self Study process. One board member is a member of a Self Study writing team at Modesto Junior College.

In April 2011, the Board participated in a study session focused on its role in the accreditation process [Ref. IVB-35]. The meeting was facilitated by Dr. Barbara Beno, President of ACCJC. Topics covered included, 1) Regional Accreditation 2) Process for Comprehensive Review 3) Appropriate Role of the Governing Board 4) Concerns and Questions of the Governing Board and Staff of YCCD.

**Planning Agenda**

None.

**IV.B.1.j.**

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable.
for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

**Descriptive Summary**

Board Policy 7405- Board Responsibilities, states that the Board shall select the Chancellor and that the selection procedure is exempt from usual district personnel selection procedures and practices [Ref. IVB-5]. The selection process is agreed upon in a board meeting and outlined in the board minutes. The Board has determined its own process in an open board meeting prior to each search. The Board’s delegation of responsibilities to the Chancellor is defined in Policy & Procedure 7430- Delegation of Authority to the Chancellor [Ref. IVB-36].

The recruitment processes involved in the Chancellor selection are more involved than other searches and selections. The job description, expanded process, representation on the selection committee, desired qualities and characteristics of candidates are discussed at length and community input is solicited. In essence, a broader perspective and expanded version of the regular hiring process is used. There are formal guidelines for each selection committee’s charge; these include the formation and operation guidelines of related search and selection committees. The Board’s delegation of authority to the Chancellor is stated in board policy, the Chancellor’s contract, and the Chancellor’s job description. The Board’s authority is focused at the policy level. Policy recommendations are provided to the Board in open session as first readings, then later as second readings and beyond, prior to board adoption. The Board does not determine administrative procedures but is given courtesy copies of procedure revisions. Board members may, as may anyone in the district, comment and make suggestions related to administrative procedures.

Another element included in Policy 7430- Delegation of Authority to the Chancellor, is the Chancellor’s authority to delegate to others in the district. For example, “The Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.” This delegation by the Chancellor is addressed annually as an open session board agenda item.

The Board evaluates the Chancellor annually in closed session as stated in Board Policy and Procedure 7435- Evaluation of the Chancellor, and the evaluation criteria are based on the performance goals and objectives stated in Board Policy 7430- Delegation of Authority to the Chancellor [Ref. IVB-36, 37]. In addition, a “360 review” has been implemented whereby the Chancellor is evaluated by all staff, and these results are presented to the Board. Once a year, the Chancellor provides an open session board agenda item presenting the Chancellor’s goals for the upcoming year [Ref. IVB-38].

Evaluation mechanisms used by the district include a district-wide survey/evaluation form. The Board sets clear expectations in the form of making direct, verbal requests of the Chancellor, phone and email correspondence requests, and through evaluation tools, annual board special priorities, and requests for information and action in board sessions. The Board receives regular monthly reports from each college President, through the Chancellor. The Board also has a standing board agenda item for the Chancellor to provide updates in each monthly open session of the board meeting [Ref. IVB-39].

The Board also receives regular updates regarding the district fiscal status reports, reports from each college President and from the Chancellor during monthly open session meetings [Ref. IVB-9]. On matters where more time and description is necessary, the Board conducts fall and spring board retreats and study sessions on selected topics.

**Self Evaluation**

The college meets the Standard. Procedures are in place for the selection and evaluation of the Chancellor and college Presidents. The Board has a written policy for the delegation of authority to the Chancellor.
Planning Agenda
Although the college meets the Standard, the Board’s selection criteria are recreated with each new selection process, thus the Board may consider a more standardized selection process in the future.

IV.B.2

The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a

The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

Dr. Gaither Loewenstein joined Modesto Junior College as President on July 1, 2010 and resigned from his position ten months later in May 2011. The Vice President of Instruction is serving as the Acting President at the time of this writing [Ref. IVB-40]. The former President assisted the college in reviewing and assessing its institutional effectiveness. In his role as the Co-Chair of the Planning and Budget Committee (PBC), he assisted the committee in revising the college’s processes for prioritizing resource requests in a more systematic and data-driven fashion [Ref. IVB-41].

The college President ensures that the administrative structure at Modesto Junior College is organized and staffed appropriately to meet the institution’s needs and help it fulfill its purpose. Three vice Presidents report directly to the college President: the Vice President of Instruction, the Vice President of Student Services, and the Vice President of College and Administrative Services [Ref. IVB-40]; additionally, the Director of the Title 5 Grant, the Director of College Research and Planning, and the college’s Grant Officer report to the college President. The President also oversees the Modesto Junior College Foundation, meeting with foundation leadership and supervising foundation staff. The President is a member of the Foundation Board of Directors and participates in its monthly meetings, as well as updating the Board on MJC activities [Ref. IVB-42].

Deans of all instructional divisions report to the Vice President of Instruction. Deans are directly responsible for the day to day instructional operations of the college. These administrators, along with the Dean of Counseling, meet on a weekly basis at the Instructional Administrators’ Council (IAC), chaired by the Vice President of Instruction [Ref. IVB-43].

The Dean of Matriculation, Admissions, and Records, the Dean of Student Services, the Associate Dean of Special Programs, the Director of Student Financial Aid, and the Director of Health Services report to the Vice President of Student Services. These leaders meet weekly at the Student Services Council, chaired by the Vice President of Student Services [Ref. IVB-44].

Units providing administrative support report to the Vice President of College and Administrative Services, who also serves as the institution’s budget and fiscal officer. These units include duplicating, business services, and facilities [Ref. IVB-45].

The President’s Executive Cabinet includes the Vice President of Instruction, Vice President of Student Services, and Vice President of College and Administrative Services. The group meets weekly with the President. The President’s Full Cabinet also meets weekly and includes the executive-level leaders, the college’s Research Analyst, and the Director of MJC’s Foundation and Dean of Community Education. The President utilizes these leadership groups to delegate appropriate authority and accomplish the institution’s primary tasks.

A need for greater oversight and expertise in the area of instructional technology has led to the re-establishment of the position of Director of Information Technology and Media Services, a
position which had been vacant since July 2004. The college hired this position in October 2010 [Ref. IVB-46].

Candidates recommended for academic, administrative, and classified positions are submitted to the President for approval. See Board Policy 4200-Recruitment and Hiring [Ref. IVB-47].

**Self Evaluation**

The college meets the Standard. The President fully utilizes the expertise of all leadership team members to fulfill the tasks associated with operating a complex higher education institution. Four management positions were eliminated by the college in 2011 to address the $7.6 million budget deficit. Those positions were: the Director of Marketing and Public Relations; the Director of Research and Planning; the Director of Student Success and Special Projects; and the Director of Student Development & Campus Life and Major Gifts Officer [Ref. IVB-19]. The job duties associated with these eliminated positions have been reassigned to existing managers at the college and district.

**Planning Agenda**

None.

**IV.B.2.b.**

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;
- establishing procedures to evaluate overall institutional planning and implementation efforts.

**Descriptive Summary**

Through the use of key governance committees, notably the Planning and Budget Committee (PBC) and the Accreditation/Institutional Effectiveness Committee (AIE), the college President ensures that all constituent groups are involved in setting college goals and priorities and determining appropriate resource allocation [Ref. IVB-48,-49]. The AIE Committee evaluates the institution through the use of both internal and external data, via instruments such as the Community College Survey of Student Engagement (CCSSE), the Campus Climate Survey, the program review process, and evaluation of Student Learning Outcomes [Ref. IVB-50, 51, 52]. That data and evaluation, along with guidance of the college’s Mission Statement and Strategic Plan, are used by the PBC for resource allocation [Ref. IVB-41]. The Strategic Plan itself had a major revision in 2008, and receives annual review [Ref. IVB-53]. Each spring, an Assessment Workshop is held to evaluate the status of the college as a whole and determine issues that need to be addressed [Ref. IVB-54]. To assure both transparency and a breadth of input, widely publicized open Budget Forums were held on several occasions. In October 2010 the college President held an open forum to disseminate information and facilitate dialogue concerning the college’s progress in implementing the Measure E bond program [Ref. IVB-55].

The Office of College Research and Planning offers a wide array of data analysis services [Ref. IVB-56]. The Campus Climate Survey, the Community College Survey of Student Engagement, local and regional environmental scanning, and the Institutional Effectiveness Report emanate from this office. The 2010 Institutional Effectiveness Report [Ref. IVB-57] is used in guiding the unit level program review process, administrative unit outcomes process, and various data-driven decisions. The 2010 Institutional Effectiveness Report explores both internal and external (community and regional) data that informs the college planning and decision-making processes. New data elements have been added to the Institutional Effectiveness Report to improve the scope of data-driven decision-making across campus.

Recent years have seen increased focus on Student Learning Outcomes as well as Service Area Outcomes.
Internal stakeholders have begun to utilize research data to strengthen their analysis of Student Learning Outcomes and as a basis for development of program review documentation. A college-wide Assessment Work Group regularly reviews progress on SLOs and their assessment, including the development and assessment of course level and program level SLOs [Ref. IVB-58]. Representation by the Academic Senate and classified staff is evident on all campus teams associated with planning, evaluation, and assessment [Ref. IVB-59].

The college community engages in various evaluation efforts related to institutional planning and implementation efforts. The college's standing committee structure, as well as task forces and work groups, allow for appropriate evaluation of planning and implementation efforts. The college annually evaluates college planning, program review, assessment, and resource allocation processes through its Assessment Workshop sponsored by the Accreditation/Institutional Effectiveness Committee [Ref. IVB-54].

**Self Evaluation**

The college meets the standard.

**Planning Agenda**

The college will continue to assess its formal procedures and tools for evaluating planning and resource allocation processes, create action plans when necessary, and implement improvements.

**IV.B.2.c.**

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

**Descriptive Summary**

The President is knowledgeable of statutes governing the California Community Colleges including the California Education Code and Title 5 regulations specific to the California Community College System. The President has the administrative responsibility to adhere to district board policies and, with the assistance of executive cabinet leadership, monitor departmental procedures and practices as developed and implemented by the various councils and standing committees of the institution. These standing committees ratify goals and monitor college processes on behalf of the President in an advisory role to college leadership. All of these activities are conducted with an adherence to the college mission in mind.

Board policies are developed by the YCCD Board of Trustees [Ref. IVB-1]. After voting, the Chancellor presents policies in cabinet meetings and to District Administrative Council to decide on implementation. The Chancellor’s Cabinet consists of the district’s Public Affairs Director, Presidents from both YCCD colleges, the Vice-Chancellor for Technology, the Vice-Chancellor of Human Resources, and the Executive Vice-Chancellor of Fiscal Services [Ref. IVB-60]. The District Administrative Council consists of Yosemite Faculty Association (YFA) President, YFA Budget Analyst, MJC Academic Senate President, Columbia Academic Senate President, Board/Faculty Liaison, Columbia College President, Modesto Junior College President, Leadership Team Advisory Committee President, members of California School Employees’ Association: Chapter 420, and the Yosemite Community College District Student Trustee. These meetings address how each college might implement the new district policies. Generally, a consensus is reached that gives the college President direction on implementation of a district policy [Ref. IVB-61].

Policies at the college level follow the same protocols, only the participants change. Policy creation and implementation are done more collectively as an institution, as outlined in the MJC Decision Making Document [Ref. IVB-59]. This document highlights three key areas of decision making: 1) groups that develop recommendations, 2) timelines and sequences for key college decisions, and 3) college planning. Although the President makes the final decision on all college policies, typically each decision is based on the work conducted by all shared governance participants. At the college level policies originate from one of
two directions - from division administrators with input from faculty and classified staff - or from top level administrators. Regardless of the source of input, the final stop for all college policies is the College Council. This body serves in the same fashion as the District Administrative Council. The College Council consists of the MJC President, Vice-President of Instruction, Vice-President of Student Services, Vice-President of College Administrative Services, Academic Senate President, two Academic Senate Representatives, the YFA President, two YFA Representatives, Instructional Administrators Council (IAC) Representative, Board Liaison, CSEA President, two CSEA Representatives, and the Associated Students of MJC (ASMJC) President [Ref. IVB-62]. Once the college council has reached consensus, council members advise the President on a direction. The College Council is an advisory body, and all final decisions rest with the President.

Self Evaluation

The college meets the Standard. The college President is versed in all statutes, regulations and policies and pursues college priorities with an emphasis on linking planning and resource allocation efforts to the college Mission. On August 16, 2010 the former President attended an all-day workshop co-sponsored by the Planning and Budget and Accreditation/Institutional Effectiveness Committees at which he helped facilitate a broad-based dialogue focused on the college Mission Statement and Strategic Plan Goals. Emerging from this workshop were commitments to affirm the mission Statement and to focus primarily on four of the ten Strategic Plan Goals for the 2010/11 academic year [Ref. IVB-63].

Planning Agenda

None.

Descriptive Summary

The President and administrators are responsible for monitoring revenues and expenditures. The President works closely with the executive cabinet including the Vice President of College and Administrative Services, Vice President of Instruction, and the Vice President of Student Services on a weekly basis to ensure that college budgets adhere to college and district processes. The President also chairs the Planning and Budget Committee, a body that assists in monitoring and adjusting college budgeting procedures at the unit level [Ref. IVB-48]. Discretionary expenditures are reviewed at the Planning and Budget Committee following a zero-based budgeting process. The college’s program review process is linked to expenditure determination through the review processes at the standing committee level [Ref. IVB-64]. Appropriate personnel are charged with providing solutions to budget matters as necessary (through delegation), providing feedback through the appropriate channels to the President and college/district administrative structures. All financial documentation at the college level requires the approval of the college President and the Vice President of College and Administrative Services [Ref. IVB-65].

Additionally, one example of effective budgetary control was a positive ending balance for fiscal year 2009-10 [Ref. IVB-66]. The college ended with a projected $3,000,000 in savings. These savings were employed to offset portions of the district’s budgetary shortfall. Since the creation of the position of Vice President of College and Administrative Services, the college budget has consistently finished with a positive balance. In response to the onset of the recent fiscal crisis, campus-wide budget forums were created to inform staff and students of projected cuts [Ref. IVB-67]. Additionally, the President relies on the Vice President of College Administrative Services to report weekly on budget matters at the President’s Cabinet.

Self Evaluation

The college meets the Standard. A close working relationship with the position of the Vice President of College and Administrative Services and all
college leadership allows the President to effectively monitor and control all budgets and expenditures within the college organization.

Shortly after assuming office in July 2010 the former college President directed the Vice President for College and Administrative Services to prepare a multi-year financial plan for the college incorporating total cost of ownership principles and addressing the MJC Measure E building projects. This document, MJC’s *Five Year Total Cost of Ownership (TCO)*, was reviewed by the Planning and Budget Committee (December 17, 2010) and forwarded to the President with a recommendation for adoption [Ref. IVB-68]. At the time of this writing the college is in the process of formulating a multi-year funding plan that addresses the total cost of ownership of existing, renovated, and newly constructed facilities, and discussions were under way at the district level geared toward the development of a similar plan to address district needs. These plans must be adopted and strategies to identify and deploy resources toward identified needs must be implemented.

As a member of the district’s executive team, the President also consults regularly with the Chancellor and the Executive Vice Chancellor of Fiscal Services on these matters [Ref. IVB-60].

**Planning Agenda**

None.

**IV.B.2.e**

The president works and communicates effectively with the communities served by the institution.

**Descriptive Summary**

Modesto Junior College has historically and consistently maintained a very visible and positive presence in the community at large. The MJC President is an important figure in that effort. The President is actively involved in communicating with the public through newspaper editorials, television broadcasts, and personal presentations to community organizations and associations. The President attends numerous community events and meetings to support the college’s mission.

In addition to facilitating the college’s programs and operations overall, the former President focused on several key initiatives. In October 2010 the President hosted a “Healthy Lifestyles Strategy Session” that was attended by over 20 leaders in the public, non-profit and business community [Ref. IVB-69]. Based, in part, on information gleaned from this event, the President worked with faculty, staff, administrators, and community partners to formulate initiatives geared toward promoting access to healthy food and nutritional education more broadly throughout the college service area. As administrator for the MJC Foundation, the President actively led the Foundation’s Victory Campaign to raise funds for stadium renovation, as well as the Passport to College program founded by the previous President [Ref. IVB-42]. The President served as a member of the Board of Directors for the Modesto Symphony Orchestra and on the Board of the Alliance, a coalition of government and business entities organized to promote economic development in Stanislaus County.

While the position of President is an active and visible supporter of ongoing efforts to serve the community, the President also relies upon key management and faculty leaders to advance the institution throughout the community. Several units of the institution reach into the community to affect positive change and serve the needs of community residents. Foremost among these is the Civic Engagement Project, an entity comprised of faculty, staff and community members that sponsors community initiatives in a wide variety of areas including public affairs, youth education and environmental stewardship [Ref. IVB-70].

The college’s annual report [Ref. IVB-71] provides a repository of activities conducted on an annual basis that reach into the community and regionally to meet the learning needs of students. The President requests input to populate this repository on an annual basis.

Through the President’s leadership, MJC partners with multiple businesses, governmental, and
non-profit entities to serve the community. MJC leverages resources through effective partnerships and resource development efforts. MJC’s Strategic Plan Goal #6 states, “MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities” [Ref. IVB-53]. The efforts of MJC’s entrepreneurial college units help to lessen the college’s dependence on state apportionment funding and to serve additional student and community needs. The college President plays a primary role as lead entrepreneur in these ventures. The President also actively supervises and directs the MJC Foundation and plays a direct role in the fundraising efforts of the institution, yet another way the college lessens its dependence on state apportionment and assists students and staff with financial support for learning and development [Ref. IVB-42].

Modesto Junior College has had five Presidents since the last Self Study. At the time of this writing, the Vice President of Instruction is serving as Acting President [Ref. IVB-40]. MJC is currently searching for an appropriate interim President and a Presidential hiring committee will be formed in the fall with the intent to identify a permanent President by spring 2012. All college constituency groups will be represented on the committee.

Self Evaluation

The college does not meet the Standard. The President serves as the lead communicator of the college’s priorities both on campus and in the community at large. The position of President of MJC has held a very special place in this community and residents look to the college President for leadership on issues related to higher education, community development and workforce preparation.

It is unfortunate that MJC has been unable to recruit and retain a President that embodies the culture of the institution. In 2007, the President at the time and the Academic Senate were at odds on a number of issues including SLO development and overtime. These disagreements resulted in a faculty vote of no confidence in the President [Ref. IVB-72]; in 2009, the Board did not renew the President’s contract. MJC was led by an interim President from December 2010 to June 2011.

The former President was at MJC for ten months. His tenure was marked by severe budget reductions resulting in faculty, staff, and management layoffs and program eliminations. It ended with a sudden and unexpected resignation.

Planning Agenda

The interim President, at the time of writing this Self Study, will be in place by August 1, 2011. A Presidential search committee will be formed in the fall in order to hire a permanent President by spring 2012. The search committee will utilize a search consultant to focus on finding an individual that is not only technically competent but one who can embrace the “culture of the MJC faculty, staff and administration.”

IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a.

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The delineation of responsibilities among the operational units of the Yosemite Community College District is presented in the organizational
charts of central services with respect to each college [Ref. IVB-73]. In addition, as part of the Self Study process, MJC and YCCD developed a Function Map [Ref. IVB-74] that demonstrates how the college and the district manage the distribution of responsibility by function as it pertains to the accreditation standards. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

Additionally, delineation of responsibilities is communicated at the Chancellor’s cabinet level, District Administrative Council, college administrative councils, and District Council (via constituency group representatives). The district Strategic Plan outlines the goals and objectives of the institution as a whole. The strategic planning process was initiated in the fall of 2005. The Chancellor presented the opportunity to participate in Strategic Planning at the Modesto Junior College fall institute day, the Columbia College fall in-service day and at the fall All Central Services Meeting. All staff members were encouraged to participate. Individuals representing all campuses and all constituent groups were present. The first meeting was convened in November of 2005. The district Strategic Plan was the platform from which all other plans were derived and was centered on the Board approved Vision 2010 Statements [Ref. IVB-75]. Both colleges and central services used the district Strategic Plan to guide their own localized plans [Ref. IVB-53].

The Interim Chancellor began in October 2010 designing plans to update the district’s Vision 2010 to advance the planning up to 2015. A retreat was scheduled with District Council for November, 2010. This was an integral part of the college’s strategic planning. At the November 2010 District Council meeting, Dr. Smith brought in a consultant who facilitated the review of the YCCD District strategic planning discussion. The consultant facilitated several exercises with members. A review of the YCCD Strategic Planning Guiding Principles was conducted; suggestions for edits were made by the various constituency groups and were approved by the members. Mission, Vision and Core Values at YCCD, MJC, and CC were compared and the group reviewed and suggested minor changes to the language.

After the November review, the Vision 2015 was edited and returned to the District Council in January 2011 for confirmation [Ref. IVB-77]. District Council reviewed and accepted the changes to the Strategic Plan in February 2011; the Board of Trustees adopted the updated plan at its May 11, 2011 meeting [Ref. IVB-78].

**Self Evaluation**

The college meets the Standard. Operational responsibilities, functions and goals of the district have been formalized and put into practice. There remains a need for continuity in implementation. Greater emphasis needs to be placed on district-wide planning efforts with stronger communication of expectations by the Board and Chancellor. The 2011 revision of the district Strategic Plan is an important step in this direction.

**Planning Agenda**

The new YCCD Chancellor and the MJC President shall collaborate to create a communication system that more clearly conveys the expectations of the Board, district and college leadership. Accountability structures will be in place and fully understood by all college and district personnel by the end of the 2010-11 fiscal year.
**IV.B.3.b**

The district/system provides effective services that support the colleges in their missions and functions.

**Descriptive Summary**

The Central Services operation’s purpose is to provide operational and logistical support to Modesto Junior College and Columbia College. The main services supporting the colleges in their mission to serve students involve fiscal, human resource and information technology support [Ref. IVB-73]. Additionally, the district staff provides support to the colleges related to institutional research, employee relations, business services, purchasing services, grant administration, public safety services, auxiliary services, facilities planning and maintenance, and community and governmental relations.

At present, the district lacks an educational services administrator (a position eliminated three years ago due to budget constraints) [Ref. IVB-79]. This position previously provided oversight of district research, grant management, curriculum and student services policies and procedures, and district-wide Educational Master Planning efforts. In the absence of this position, greater autonomy and accountability on these matters has been ascribed to the colleges.

The Fiscal and Information Technology branches Central Services, along with the executive management team at Central Services (Chancellor, Executive Vice-Chancellor, Vice-Chancellor Human Resources, and Assistant Chancellor), are evaluated through a district-wide survey instrument [Ref. IVB-80]. The results of these evaluations are assessed by the Chancellor. The Human Resources branch has yet to be evaluated with this type of survey. In addition, monthly Chancellor’s cabinet meetings and district council meetings and quarterly district administrative council meetings provide opportunities for district services assessment.

The YCCD Strategic Plan was recently reviewed and updated [Ref. IVB-78]. It is the document that the Board adopts, and the colleges and Central Services follow while developing their strategic goals and objectives.

**Self Evaluation**

The college meets the Standard. Although the Yosemite Community College District has experienced substantial turnover in the Chancellor position over the past six years, district personnel are eager for new leadership that brings continuity, vision and accountability. An interim Chancellor arrived in August of 2010; a permanent Chancellor was selected (the interim Chancellor was the successful candidate) and approved by the Board of Trustees in February 2011 [Ref. IVB-81]. The lack an administrative presence in the area of educational services at the district level has necessitated improved coordination and collaboration between the colleges and the district office in this regard.

**Planning Agenda**

The Board and district leadership should endeavor to continue to align district and college Educational Master Planning and implementation efforts. The District Council should provide leadership in this collaborative effort. The inclusive process by which the district Strategic Plan was revised in 2010-11, with college planning committees providing meaningful input through their District Council representatives provides a workable model for facilitating district/college collaboration. Like the Fiscal and Information Technology branches and the executive management team at Central Services, the Human Resources branch of the district’s operations should be evaluated with a district-wide survey instrument.

**IV.B.3.c**

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
Descriptive Summary

The primary purpose of the Yosemite Community College District’s resource allocation model is to support the mission of the colleges of the Yosemite Community College District and the district and college strategic plans [Ref. IVB-82].

The Yosemite Community College District serves the faculty, staff, and students of Modesto Junior College and Columbia College. The district serves approximately 18,335 FTES. Modesto Junior College serves about 86 percent of these FTES and Columbia serves about 14 percent. This ratio has remained consistent over time [Ref. IVB-83].

Resources provided by the state for instructional purposes that are not driven by state formula are allocated to the colleges using a ratio of 85 percent to Modesto Junior College and 15 percent to Columbia College. This allocation of funding formula is directly tied to each of the colleges' FTES generation [Ref. IVB-82]. Built into the formula is recognition of a small college in a multi-college district by providing a modestly higher percentage of funds relative to FTES at Columbia College.

State funding allocations that are not driven by state formula and are not restricted to direct instructional expenditures are allocated using a formula that allocates new dollars to each college and to the Central Services operations. The allocation formula is driven by the percentage of base General Unrestricted Fund expenditure budgets to the total Unrestricted General Fund. The formula percentages are consistent from year to year.

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<td>MJC</td>
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<td>CC</td>
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<td>Central Services</td>
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Various sources of revenue are allocated to the district annually from the state budget proceedings. Budget allocations to the colleges and to Central Services are generally based on established formulas with flexibility to recognize each college’s particular and specific needs. Restricted categorical program allocations are formulated at the State and allocated based on State formula.

Dialogue relating to student enrollment growth, full-time faculty hires, student services, operational and administrative needs, and district-wide operational needs, takes place at the District Council meetings [Ref. IVB-77], the District Administrative Council meetings [Ref. IVB-84], and at the college governance committee meetings [Ref. IVB-62].

The distribution of growth funds is based on enrollment data and growth trends and projections. The growth funding distribution is further clarified to allocate 58 percent of the state revenue earned from growth FTES to MJC up to the state growth cap. COLA allocations, when received from the state, are distributed not based on formula but rather on the prioritized needs of the district in addition to collective bargaining agreements. Serving the needs and priorities of both a large and small college in the Yosemite Community College District is a priority of the district and is continually discussed at all levels, as evidenced by the record of meetings for each council and committee and by the distribution of funds. The colleges bring forward their priorities and needs to the Chancellor's Cabinet and subsequently to the District Council.

The resource allocation process throughout the district is consistent and equitable as it relates to the colleges’ strategic plans and missions [Ref. IVB-82]. Likewise, budget deficit reduction plans adhere to similar formula percentages as growth allocations, and each college and Central Services are responsible to reduce budgets according to a district-wide deficit reduction plan based on pre-set percentages of the general-unrestricted-fund budget.

Self Evaluation

The college meets the Standard. Despite the state’s economic downturn, the uncertainty in community college budgets, and the financial pressures associated with each, the district continues to have adequate resources to serve students. Until this past year, the district had avoided layoffs by increasing efficiency. However, due to multiple years of financial pressures and facing a $13 million deficit for the 2011-12 academic year, the district reduced its workforce in faculty, classified staff and management in addition to eliminating programs [Ref. IVB-20].
The Budget Allocation Taskforce was convened by District Council in the spring of 2007 [Ref. IVB-82]. The purpose of this taskforce was to analyze the current budget allocation model and make recommendations for changes to District Council, if necessary.

Planning Agenda

None.

IV.B.3.d

The district/system effectively controls its expenditures.

Descriptive Summary

For the past several years, external audits have produced no adverse fiscal findings, and the district has consistently held a positive ending balance [Ref. IVB-14]. As an institution of higher education, the district uses governmental accounting procedures with an emphasis on the use of resources to benefit students. Systematic and internal controls ensure that budgets are not overspent and that positive balances are maintained. Both general and categorical funding is scrutinized through administrative supervision, internal audit procedures and external audits. Specific fund numbers for each source of funds allows for tracking to account for revenue and expenditures. The district’s Datatel financial system provides an effective relational database that monitors and manages funds.

The Chancellor has overall responsibility for the district’s budget. The Executive Vice Chancellor for Fiscal Services is responsible for the general management of the budget, budget controls (with the assistance of the district controller), internal auditing and accounting protocols of the district [Ref. IVB-73]. Such oversight has led to the maintenance of fiscal reserves and clean audit trails.

The President of each college is responsible for operating the college budget. College administrative responsibilities include adherence to procedures established by the Executive Vice Chancellor, compliance with deadlines, and adherence to generally accepted accounting principles. The district is in full compliance with the GASB 45 by establishing adequate funding for retiree medical expenditures [Ref. IVB-85]. This is not a factor during the current fiscal crisis.

Self Evaluation

The college meets the Standard. The Yosemite Community College District has long had a reputation for effective fiscal resource stewardship, and that continues to be the case. The district is fortunate to have effective and accomplished leadership in the area of fiscal services. The colleges benefit from this leadership and the relationship between MJC fiscal leaders and the district leaders is exemplary.

Planning Agenda

None.

IV.B.3.e

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The college Presidents are provided the authority to implement district policies. The Chancellor gives the Presidents this authority and holds them accountable for the operation of the college through an annual performance evaluation process.

The Chancellor and college Presidents meet monthly to discuss concerns and issues related to each college, the Central Services operation or district-wide matters [Ref. IVB-60]. The Presidents also report each month to the YCCD Board of Trustees on college initiatives, programs and issues (including, planning, accreditation and institutional effectiveness) [Ref. IVB-39].
Self Evaluation

The college meets the Standard. Due to recent turnover in the President’s position at Modesto Junior College, the Chancellor has been more actively engaged in college issues. This is a departure from standard procedures. The Chancellor, who served previously as President of Columbia College, understands delegation and accountability structures of the district and has delegated full authority to her Presidents in accordance with this standard.

Planning Agenda

None.

IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The district maintains communication with its college units through various modes including board meetings, Chancellor’s Cabinet, District Advisory Council, District Council (minutes e-mailed to district personnel), and the Policy and Procedures Committee [Ref. IVB-86]. Communications are clear and timely, agendas and minutes are published [Ref. IVB-9], and opportunities to provide feedback are provided. The institutions are well-informed about system-wide issues, board actions and interests. The Board develops its special priorities each year and finalizes them in open session board meetings [Ref. IVB-11]. The Chancellor develops and updates an annual list of “long-term goals [Ref. IVB-38].”

The Board agenda and minutes are easily accessible on the web site and include archives back to February 2003 [Ref. IVB-9]. Additionally, Board Connections is a monthly email that is distributed to all YCCD staff within days following the regular board meeting, highlighting specific topics from the board meeting, including voting results [Ref. IVB-10].

Strategic planning goals and objectives of the district are linked to the college plans [Ref. IVB-53]. The District Council, through constituency group representation, and joint task forces on special issues reports vital information back to the colleges [Ref. IVB-61]. Reports are delivered at District Council with instruction to get the word back to members of the constituency groups.

Governing board members engage in monthly board meetings but also numerous committees that allow for additional interaction between college personnel, district personnel and the Board. Agendas for these meetings are posted in advance and adhere to the Brown Act and other standard procedures for public meetings [Ref. IVB-1].

Self Evaluation

The college meets the Standard. College and district personnel utilize all of the common methods of communication to stay in touch on issues vital to college and district operations including e-mail, newsletters, posting of agendas and meeting minutes and maintenance and continuous improvement of college and district web presences. The President and Chancellor have made this communication effort a high priority in the 2010-2011 fiscal year.

Planning Agenda

None.

IV.B.3.g

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
Descriptive Summary

Each unit of the Yosemite Community College District’s Central Services operation conducts a “360 degree” evaluation of its performance. College and district personnel are given the opportunity to respond to an on-line questionnaire that allows for Likert scale and open-ended responses [Ref. IVB-80]. Central Services units use this data for continuous improvement efforts.

The District’s Strategic Plan 2007-2015 identifies District Goals and Objectives in ten categories [Ref. IVB-4]. The colleges and Central Services formed committees to determine the goals and objectives. The colleges use these goals and objectives to determine their specific goals and objectives under the umbrella of the district’s plan. Formal research, operation reviews, cabinet dialogue and performance evaluations have been identified and methods for the regular assessment of the progress made on goals and objectives.

The Chancellor's Cabinet, District Council, and Policy and Procedures Committee all have a written charge and set informal goals annually. Faculty and staff from each college are well represented on these district committees [Ref. IVB-61]. Students also have a voice through the inclusion of a student representative on the YCCD Board of Trustees and regular reports by the associated student organizations at both colleges [Ref. IVB-1]. Formal evaluation of these entities is not evident.

College Institutional Effectiveness Reports are provided to the Board [Ref. IVB-87]. District budgets are regularly assessed at board meetings. Human Resources is required to conduct Equal Employment Opportunity reports that assess and evaluate the institution's hiring demographics [Ref. IVB-88].

Planning Agenda

The district standing committees will devise appropriate evaluation processes in order to gain feedback from campus and district constituencies concerning their effectiveness.

to evaluate the performance and effectiveness of district committees more systematically.

Self Evaluation

The college meets the Standard. Effective dialogue regularly occurs at the district level and central services units engage in an open evaluation of their services and progress. The strategic planning process is seen as an important and inclusive process and has provided positive direction to the entire district. Improvement is warranted with regard to the need to evaluate the performance and effectiveness of district committees more systematically.
**References for Standard IVB**

1. YCCD Board of Trustees Website
2. YCCD Board Policies and Procedures
3. YCCD Policy and Procedures Committee: Membership
4. YCCD Strategic Plan
5. Board Policy 7405: Board Responsibilities
6. Board Policy 6020: Program and Curriculum Development
7. Board Policy 7710: Conflict of Interest
8. Conflict of Interest Forms – Statement of Economic Interest
9. YCCD Board of Trustees Meeting Minutes Website
10. Board Connections Newsletter
11. Yosemite Community College District Board of Trustees Special Priorities, 2010-2011
12. Yosemite Community College District Board of Trustees Meeting Minutes, Discussion of Accreditation Report, February 21, 2008
13. Yosemite Community College District Board of Trustees Meeting Agenda with Closed Session Topics
14. Yosemite Community College District Board of Trustees Meeting Minutes, Audit Discussion
15. Yosemite Community College District Board of Trustees Meeting Minutes, Acceptance of Annual Budget
17. Evidence of Board Members Participation in Internal Audit
18. MJC $7.6 Million Shortfall
20. Yosemite Community College District Board of Trustees Meeting Agenda, Resolution for Reduction in Staff, March 9, 2011
21. Yosemite Community College District Board of Trustees Meeting Minutes, May 11, 2011
22. Board Policy 7010: Board Membership
23. Yosemite Community College District Board of Trustees Meeting Agenda, Update on 2009 Policy and Procedures Committee, February 2010
24. Policy and Procedure Revision Flow Chart
25. Board Policy 7410: Policy and Administrative Procedure
26. Board of Trustees Attendance at CCLC
27. Board of Trustees Attendance at VIP/JPA Board of Directors Meeting
28. YCCD Board of Trustees Meeting Schedule, 2010-2011
29. Fall Institute Day Program, 2010
30. Board Policy 7100: Board Elections
31. Board Policy 7745: Self-Evaluation
32. Board Policy 4217/7717: Civility
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34. MJC Writing Team Members
35. YCCD Board of Trustees, Special Study Session by Barbara Beno, April 20, 2011
36. Board Policy 7430: Delegation of Authority to the Chancellor
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41. Planning and Budget Committee Hiring Prioritization Flowchart
42. MJC Foundation
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44. Student Services’ Council
45. Vice President of College and Administrative Services
46. YCCD Board of Trustees Meeting Minutes, Approval of Director of Information Technology and Media Services Appointment, April 13, 2011
47. Board Policy 4200: Recruitment and Hiring
48. Planning and Budget Committee: Charge and Membership
49. Accreditation/Institutional Effectiveness Committee: Charge and Membership
50. MJC Climate Survey Analysis, Spring 2010
51. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
52. Resource Allocation Diagram, August 2010
53. MJC Strategic Plan, 2008-2013
54. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Minutes, May 6, 2010
55. Measure E Forum, October 6, 2010
56. Office of College Research and Planning Website
57. MJC Institutional Effectiveness Report 2010
58. Assessment Work Group
59. Introduction to Decision-Making at MJC Fall, 2008 – Spring, 2010
60. Chancellor’s Cabinet Membership
61. District Council Membership
62. College Council Membership
63. Planning and Budget and Accreditation/Institutional Effectiveness Committee Workshop, August 16, 2010
64. Template: Program Review Addendum
65. Staffing Request with President’s and VP’s Signatures Example
66. MJC Ending Budget, 2009-2010
67. 2010 Budget Forums Evidence
68. Planning and Budget Committee: Total Cost of Ownership Plan 2011-2015
69. “Healthy Lifestyles Strategy” Session, 2010
70. Civic Engagement Project
71. MJC Annual Report, 2007/08
72. Approval of Academic Senate Resolution 2007 FL07-D: Vote of No Confidence in the Current President of MJC, November 29, 2007
73. YCCD Organizational Chart
74. MJC/YCCD Function Map, 2011
75. YCCD Vision 2010 (Pg. 5)
76. YCCD Board of Trustees Meeting Minutes, Approval of Vision 2010
77. District Council Minutes, January 26, 2011
78. YCCD Board of Trustees Meeting Minutes, Adoption of Revised Strategic Plan, May 11, 2011
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80. Fiscal Services Survey
81. YCCD Board of Trustees Meeting Minutes, Appointment of New Chancellor, February 23, 2011
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83. YCCD Fast Facts, 2011
84. District Administrators’ Council Agenda
85. GASB 45 Information
86. YCCD Website
87. Evidence of Institutional Effectiveness Report at a Board Meeting
88. EEO Report on Hiring Demographics at YCCD