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].

### IA.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 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 Values Statements in August 2011.

Self Evaluation

The college meets the Standard. The college’s Mission Statement revision, publication and approval (by the YCCCD 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
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

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 substandard 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
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.

1.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**
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 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.
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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