Organization of the Self Study
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Preparation for the self study process began in August 2008, immediately following the ACCJC’s acceptance of the Special Midterm Report, the removal of Modesto Junior College from probation, and the scheduling of the next comprehensive evaluation for Fall 2011.

The Accreditation/Institutional Effectiveness (AIE) Committee, co-chaired by the Vice President of Instruction, who serves as the Accreditation Liaison Officer (ALO), provided oversight and planning for the accreditation timeline as well as the process to bring the self study to completion. The AIE Committee developed the timeline, established a tri-chair (faculty, classified, management) structure for each standard and distributed a campus-wide invitation for broad participation from the campus community. In 2009, the Academic Senate appointed a faculty accreditation co-chair to facilitate the writing and editing of the comprehensive report; in fall 2009, the senate amended the membership of the AIE Committee to include the faculty accreditation co-chair.

The standards committees and their memberships (comprised of faculty, management, classified staff, students and a Board member) met regularly to review, process, and share information and discoveries. The ALO also hosted a series of workshops and presentations whose purposes were to educate, initiate and stimulate the dialogue, research and assessment that was necessary for this process to be successful. The writing teams focused on a broad and varied body of evidence, including several surveys which were conducted by the Office of College Research and Planning. The campus community and the public received updates on committees, calendars and other important information via the college’s website, e-mails, accreditation newsletters, senate meetings, in-service days and board meetings.

In addition to developing the timeline and facilitating the college- and district-wide activities leading to the completion of the self study, AIE also conducted Assessment Workshops in May, 2009 and May 2010 which allowed the college to assess its progress, and where necessary, implement procedures to enhance institutional effectiveness in the areas of program review, Student Learning Outcomes, and integrated planning.

The culmination of this effort was the Institutional Self Study Report 2011. Upon completion of the rough draft of this report, campus and community constituents were given the opportunity to review and comment. Tri-chairs assisted by addressing questions and concerns during this review process. The result is this final self study report, supported by evidence.

The following is a detailed timeline and process the college followed for the writing, review and approval of the comprehensive Self Study report:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>October 15, 2008</td>
<td>College submits the Special and Midterm Reports to ACCJC.</td>
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<tr>
<td>January 2009</td>
<td>ACCJC reviews and accepts the Special and Midterm Reports, and removes MJC from probation.</td>
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<tr>
<td>May 2009</td>
<td>AIE facilitates college-wide participation in an Assessment Workshop on the ACCJC rubrics on institutional effectiveness in the areas of program review, integrated planning and Student Learning Outcomes.</td>
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<tr>
<td>August 2009</td>
<td>Team from Modesto Junior College attends ACCJC workshop on preparation of the comprehensive self study.</td>
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Based on outcomes of the Assessment Workshop, AIE identifies specific areas for improvement on which the college will focus in 2009-10. A task list is developed for each identified area of improvement.

College President names the AIE Committee as the Steering Committee for the self study process. Academic Senate identifies an accreditation faculty co-chair. AIE identifies college and district personnel to serve as accreditation tri-chairs (administration, faculty, classified) on standards writing teams. ALO conducts accreditation presentation at YCCD employee meeting.

College- and district-wide recruitment for members to serve on accreditation standards writing teams. Teams for each of the 11 standard sub-sections are formed and convened.

Accreditation writing teams review Accreditation Standards and the Guide to Evaluating Institutions at workshop. Members begin to collect data and supporting evidence for each sub-section. Data and supporting evidence are archived in the district’s intranet through SharePoint.

Faculty Accreditation co-chair and the ALO present progress on the self study process to the YCCD Board of Trustees.

Members of each sub-section meet and start writing first draft. The tri-chairs of each writing team meet monthly to report on progress and to get direction and support from AIE.

AIE Assessment Workshop to assess the institutional effectiveness of the college based on ACCJC’s rubrics on program review, integrated planning and Student Learning Outcomes. Members of the writing teams use information in their preparation of the self study report.

First drafts of each accreditation standard sub-section are due to the ALO. ALO compiles all reports for the first draft of the standards. Faculty accreditation co-chair begins writing other components of the self study report.

ALO begins distributing Accreditation Notes to the college community.
October 2010  
*Substantive Change Proposal on Distance Education*, prepared by the ALO, is submitted to ACCJC.

AIE conducts a series of open forums on the college’s climate survey results.

November 2010  
College community reviews the first draft of the accreditation standards. AIE facilitates a number of focused discussions on the standards at college leadership groups, Academic Senate, and other participatory bodies.

December 2010  
Tri-chairs collect feedback from constituents and prepare the second draft of the accreditation standards.

January-April 2011  
ALO and faculty accreditation co-chair prepare the third draft of the *Institutional Self Study Report 2011*. Draft is posted for college and district review.

January 2011  
*Substantive Change Proposal on Distance Education* is accepted by the commission.

May 2011  
College community reviews final draft on SharePoint.

June 2011  
The Modesto Junior College *Institutional Self Study Report 2011* is submitted to the YCCD Board of Trustees for a first reading.

August 2011  
YCCD Board of Trustees approves the Modesto Junior College *Institutional Self Study Report 2011*. The college sends the comprehensive self study report to ACCJC and to team members in preparation for the scheduled mid-October site visit.

Fall 2011  
Prepare for visit from the Accreditation Team.
Accreditation Committees

Accreditation/Institutional Effectiveness Committee:

Co-Chair: Karen Walters Dunlap, Vice President of Instruction, Accreditation Liaison Officer

Co-Chair: Michael Adams, Academic Senate President

Members: Ken Hart, Director of College Research and Planning
Wendy Griffiths-Bender, Professor of Library Science
Sarah Mesenhimer-Johnson, Instructional Assistant
Letitia Miller, Curriculum Specialist
Bob Nadell, Vice President of Student Services
Antoinette Herrera, Director of Health Services
Adrienne Peek, Faculty Assessment Coordinator
Brian Sanders, Dean of Science, Mathematics and Engineering
Gary Whitfield, Vice President of College and Administrative Services
Jenny Netto, Faculty Accreditation Co-Chair
Curtis Martin, Faculty Program Review Work Group Co-Chair
Pauline Rosado, Associated Students of Modesto Junior College
Mark Anglin, Dean of Agriculture and Environmental Sciences
Heather Townsend, Administrative Support

Accreditation Standards Tri-Chairs:

Institutional mission:

Michael Adams (Faculty)
Jenni Abbott (Classified)
Maurice McKinnon (Management)

Improving Institutional Effectiveness:

Curtis Martin (Faculty)
Letitia Miller (Classified)
Ken White (Management)

Instructional Programs:

Adrienne Peek (Faculty)
Joan Van Kuren (Classified)
Karen Walters Dunlap (Management)

Student Support Services:

Dana Hanlon (Faculty)
Kathie Ratto, Donna Yarnal (Classified)
Francisco Banuelos (Management)
Library and Learning Support Services:
  Ellen Dambrosio (Faculty)
  Scotty Gonser (Classified)
  Tobin Clarke (Management)

Human Resources:
  Jillian Daly (Faculty)
  Leta Love (Classified)
  Cece Hudelson-Putnam (Management)

Physical Resources:
  Brian Sinclair (Faculty)
  Patricia Wallace (Classified)
  William Kaiser (Management)

Technology Resources:
  James Clarke (Faculty)
  Mel Ainsworth (Classified)
  Michael Sundquist (Management)

Financial Resources:
  Rose LaMont (Faculty)
  Rosanne Faughn (Classified)
  Gary Whitfield (Management)

Decision-Making Roles and Processes:
  Barbara Wells (Faculty)
  Rosanne Faughn (Classified)
  Judith Lanning (Management)

Board and Administrative Organization:
  Michael Adams (Faculty)
  Jeff Swank (Classified)
  George Boodrookas (Management)
Accreditation Writing Team Members:

Institutional mission:  
Karen Walters Dunlap

Improving Institutional Effectiveness:  
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Elmo Maragol

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Nicholas Roperti, Emily Malsam

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Financial Resources:  
Teresa Scott

Decision-Making Roles and Processes:  
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Bryan Justin Marks, Mike Riley

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