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Standard I.A: Mission

Members of the campus community are engaged in institutional dialogue as they regularly examine the college’s Mission, Values and Vision Statements. This process, characterized by the most recent reaffirmation of the Mission Statement in October of 2010, is effective because it involves not only administrators, faculty and staff from every area on campus who serve on the governance bodies that facilitate the review, but also their constituents, in active and intentional dialogue. Furthermore, the reflection on the Mission, Vision and Core Values Statements is facilitated by their availability to both the college community and the public, as they appear in the printed and electronic publications of the MJC Catalog, on the college website, on posters prominently displayed across both campus, and in all of the college’s planning documents.

In order to comply with its mission, which demands that the instruction and services provided by the college are innovative and responsive to student need, each instructional and operational unit measures and assesses outcomes annually to ensure student learning and success. Once evaluated, changes are made to courses, programs, and service areas throughout the institution. This process is monitored and reviewed by the Assessment Work Group.

The college’s commitment to its Mission is evident as the Mission Statement serves as the touchstone for continuous planning college-wide. The Accreditation/Institutional Effectiveness (AIE) Committee, through its Assessment Work Group, ensures that all Student Learning Outcomes are aligned with the college’s mission. The Planning and Budget Committee, which is guided by the Mission Statement, takes an active role in budget review and development. Resource allocation is driven by the mission and related strategic goals of the college. All programs and services establish goals and Student Learning Outcomes that align with the Mission, Values and Vision of the college. 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 Planning and Budget Committee engages in ongoing and systematic planning and evaluation to ensure that the college Mission is fulfilled.

The Mission Statement, by clearly listing educational goals, including transfer, lifelong learning and career technical education, effectively communicates the mission of the college to its students, employees, and the public. The college has further demonstrated institutional integrity by ascertaining that a large number of its students, and members of its service population, require some level of academic remediation in order to access the education described in its mission. To ensure that the college is meeting its mission by facilitating student success, the Basic Skills Initiative Task Force and a standing Student Success Committee were created in 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. Both committees are tasked with enabling the college to meet its mission by matching the needs of the intended student population with programs and services.

Standard I.B: Institutional Effectiveness

Modesto Junior College has embraced continuous, college-wide dialogue as part and parcel to achieving its commitment to its mission. This dialogue occurs at all stages of those processes designed to support student learning through increasing institutional effectiveness. Dialogue is facilitated and encouraged throughout the development of our foundational, comprehensive planning documents. The data collected regarding MJC’s progress in meeting its goals are also subject to college-wide dialogue. The college also actively engages in college-wide dialogue regarding the continuous improvement of our institutional processes themselves.
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. The reports generated as a result of the program review process—including the assessment of Student Learning Outcomes (SLO)—are the primary documents used in the evaluation and improvement of student learning. These documents are also used for 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.

Organization of 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. Institutional integrity is maintained as information regarding MJC’s progress toward meeting its goals is published and disseminated in a number of formal reports for both internal and external audiences.

**Standard II.A: Instructional Programs**

Modesto Junior College engages in ongoing, systematic evaluation and increasingly integrated planning to ensure its offering of quality courses, certificates, services, and degrees through the program review process and assessment of Student Learning Outcomes. Ongoing dialogue and integrated course planning occurs within specific disciplines and at department meetings. Student Learning Outcomes are assessed, and the results are utilized for program and course improvement on an annual basis.

Modesto Junior College is very active in establishing and assessing Student Learning Outcomes. As of Fall 2008, each active course has developed course level Student Learning Outcomes (SLO). For the 2010-11 MJC Catalog, the college published Student Learning Outcomes for forty different educational programs, with a goal of publishing Program Level Learning Outcomes (PLO) for 50% of its programs in the 2011-12 MJC Catalog and 100% by the 2012-13 MJC Catalog. 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.

Processes are in place to assure that instructional offerings are in appropriate areas of academic study given the institutional commitment to its mission. Programs are appropriately sequenced to provide the basis for subsequent courses, and courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities.

Evaluation, planning and improvement is used for instructional decision making. Modesto Junior College relies upon research and analysis to identify student learning needs in a number of ways, ranging from individuals researching effective instructional techniques or new technology, to departments completing their annual program review, to the many varied activities of the MJC and YCCD Research Departments. All programs undergo regular program review, which addresses how SLOs are being assessed and utilized. Moreover, program reviews are connected to the college’s strategic planning process and fully integrated into the planning and budgeting process. The college ensures that prospective and current students, staff and faculty, and community members are provided clear and accurate information through MJC Catalog, statements and publications, including those in electronic formats.

The college will develop Student Learning Outcomes and assessments for all programs, degrees and certificates by fall 2011 following the timeline established by the Assessment Work Group. The college’s Outcomes Assessment Database module
will allow the Assessment Work Group to prepare tables of outcomes and their results. It will be a single, central repository to organize all assessment results at the college.

In addition, the Outcomes Assessment Database module will import action plans directly into the program review module within CurricUNET. A follow-up window within Program Review will ask the reviewers to consider whether they’re making the appropriate progress toward overall assessment of their courses and programs, and highlight the specifics noted in action plans. Data for program review are compiled by District and College Researchers and provided for every academic department and publicized in order to facilitate honest self-assessment and maintain institutional integrity.

Standard II.B: Student Support Services

Student support services at MJC include the following: Admissions and Records, CalWORKs, Career Development and Transfer Center, Cooperative Agencies Resources for Education (CARE), Counseling Center, Disabled Student Program and Services, (DSPS), Evaluation Services, Extended Opportunities Programs and Services (EOP&S), Health Services, International Student Program, Matriculation Services, Office of Student Success, Student Development and Campus Life, Student Financial Services, Testing and Assessment, Tutoring Center, TRIO Pre-College Programs, TRIO/Student Support Services, Tutoring Centers, Veterans Services and the Welcome Center. The college’s student support services and programs fall within the administrative responsibility of the Office of the Vice President of Student Services and are systematically evaluated using Service Area Outcomes, Student Learning Outcomes, and faculty, staff and student input via campus-wide surveys. Each program is also evaluated using the appropriate measures based on their governing regulations, as some fall under state and/or federal legislative management laws.

Through assessment and evaluation, MJC assures the quality of student support services, and demonstrates its institutional commitment to support student learning and enhance achievement per the mission of the institution. Besides internal program review, a number of student support services units submit annual performance reports to their regulatory agencies and are reviewed by external auditors on a periodic basis. The comprehensive internal and external review and evaluation process of each student support services unit demonstrates the commitment MJC has to deliver high quality services regardless of location or means of delivery.

The continued evaluation, planning and improvement of all of the college’s student support services and programs are guided by the Strategic Plan, which is linked to the MJC budget planning process and the program review process. General fund allocation for each student services department is disseminated annually and coordinated with the college Mission and priorities. The college’s Accreditation and Institutional Effectiveness (AIE) Committee, along with the Planning and Budget Committee (PBC), composed of representatives of various college shared governance groups, reviews the resource requests contained in program review documents and makes recommendations to the college President, thereby integrating planning and resource allocation.

Thus supported financially, the organization then publicizes its outcomes. The most recent program review process indicated that students, faculty and staff believe the services offered are strong and comprehensive. In the majority of categories students and faculty/staff provided ratings that exceeded 75 percent. This standard was agreed upon through a collaborative dialogue developed within student services and used as a benchmark of success. Both quantitative and qualitative data were generated through point of service and electronic survey methods. Data analysis was facilitated through the Office of Research and Planning.

The Office of the Vice President of Student Success is responsible for issues of institutional integrity such as student discipline, petitions, student equity and student success initiatives and overall coordination of student support services. The department also houses a number of student success programs and services. The Office of Student Success provides
students with a yearly Services and Programs binder insert that outlines services available to students campus wide to assist in student success. Standards of Conduct brochures are distributed to students during orientation, trainings are available to faculty, staff, divisions and campus wide on handling student discipline. Information is distributed electronically to all college employees on process and procedures for handling student conduct in the classroom, office, or campus sponsored event.

**Standard II.C: Library and Learning Support Services**

Dialogue is facilitated and encouraged in all aspects of the development of the college’s library and learning resources. The development of the library materials collection is an ongoing collaborative process between Librarians and other faculty members. To further encourage this co-participation in library resource acquisition and maintenance, the college plans to incorporate a standing line-item for library resources into the college’s multi-year financial plan and allocate funds annually from this line-item to each instructional division.

The Library uses Student Learning Outcomes and related evaluations to evaluate the effectiveness of its Research Methodology classes in meeting student needs. It also systematically assesses the collection's ability to meet the changing needs of the institution; this includes a 2009 comprehensive review of the library collections in preparation for the Library’s renovation in 2012. Furthermore, the sufficiency and quality of the library’s resources were addressed in the college’s Spring 2010 MJC Climate Survey.

The Library plans to continue the work they have done with the identification and measurement of Student Learning Outcomes for individual library courses, by conducting broader based assessments of the overall impact of utilization of library and learning resource services on student success.

The college has made a strong institutional commitment to providing adequate access to the library and other learning support services. It is moving forward with plans for Integrated Learning Resource Centers on both East and West Campuses while consolidating the print collection at the renovated East Campus Library by Spring 2013. The quality of the college’s instructional programs continues to be enhanced by the electronic resources developed and maintained by the Library. The Library’s website provides students, staff, and faculty with round-the-clock access to the materials necessary for academic research. And, in order to provide uninterrupted service, the Library receives technical support for its instructional technology from the staff in the Media and Technology Services Department, which is responsible for supporting all college instructional technology needs. In addition to facilitating the students’ access to its resources, Librarians use instructional methods designed to accommodate a diverse community of learners and a variety of learning styles. Additionally, it has responded to the increasing student need for textbooks, by adding to its collection copies of textbooks required for the college’s most impacted courses.

The Modesto Junior College Library evaluates, plans, and improves its services by a variety of methods to assure adequacy in meeting student needs; these include the review of Student Learning Outcomes, student and faculty surveys, annual data surveys to the state, and usage data of the library website, databases, and circulating materials. The Library also participates in the college's program planning process. Usage statistics that are generated online through Library website and database use, as well as in-person statistics generated through circulation, class orientations, and reference queries, are used to track patterns that result in budget requests, equipment requests, collection development, material retirement, database purchase, design of the Library website, and other resources that assist student learning. Using analyses of these data, the library identifies areas needing improvement or modification and redesigns its services based on student needs.

The Library uses the college’s organizational program for the identification, support, and publication of its Student Learning Outcomes. It also solicits feedback...
from faculty and students, including student focus groups on projects such as the Library renovation currently being planned. It also participates in the college’s program review process. To facilitate these processes within the organizational structure of the college, the college will study the realigning of library and other learning resources, including supplemental instruction and Integrated Learning Resource Center under a single administrator and conduct more rigorous assessment of the relationship between utilization of library and learning resources and achievement of student success.

The college’s Library and Learning Resources supports a code of ethics for its students and patrons. Librarians cover legal and ethical use of information as a component of information competency; and the elements from the American Library Association’s code of ethics are included in their evaluations. Honest self-assessment is achieved by collecting evaluations and usage statistics that result in budget requests, equipment requests, collection development, material retirement, database purchase, design of the library website, and other resources that assist student learning.

**Standard III.A: Human Resources**

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

Human resource planning is the primary directive of the Yosemite Community College District. Planning activities: *District Mission and Vision, District Strategic Plan, Educational Master Plan, Facilities Master Plan, College Mission and College Strategic Plan,* and the reorganization of institutional structures at MJC, reflect the high value placed upon the Trustees, staff, faculty, and administrators of YCCD.

Human Resources regularly evaluates, plans and improves their processes as detailed in the District Policy and Procedures Manual. For greatest ease and access it is posted on the district’s website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a Policy and Procedures Committee that is represented by all constituency groups, including MJC Academic Senate, Columbia College Academic Senate, the Yosemite Faculty Association, California School Employees’ Association, an MJC administrator, a Columbia College administrator, and a Chancellor’s office staff member. Professional development activities provided directly by the district are systematically evaluated by participants. Efforts are made to collect survey results and programs are improved upon based upon this feedback. The Institute Day Committee meets regularly to plan and assess survey results, making changes to development opportunities as needed to address *Strategic Plan* goals, accreditation concerns, or new academic issues. Topics recently addressed have been wellness, accreditation, Student Learning Outcomes and assessment, and Title 5/Grant writing opportunities.

Modesto Junior College continues to explore how to improve our mission of supporting diversity through staff hiring. Our college service area includes Stanislaus County, parts of Merced County and San Joaquin County. Maintaining our institutional commitment to meet the needs of these diverse communities with qualified employees is a continuing district-wide goal.

**Standard III.B: Physical Resources**

The institution evaluates, plans, and improves the effectiveness of its facilities and equipment in an ongoing process. The *Space Inventory Report,* updated every year, monitors this area. This report clearly defines what room is being used, what items are
in the room, and how effectively the space is used. It also helps the institution define how effectively the buildings are being used. According to this document, MJC meets the state standard for room utilization. The Space Inventory Report indicates that office space, laboratories, and AV/TV categories are areas that need attention.

The Facilities Master Plan (FMP)—developed with campus-wide input and dialogue—specifies the future needs and potential areas of growth for the institution. This report offers estimated costs on future projects and a narrative on each new project along with its justification. This document is how the institution considers the needs of programs and services when planning its buildings. One of the primary functions of the FMP is to evaluate facilities and to suggest improvements. In terms of safety, the institution executes routine maintenance as per its Routine Maintenance Plan.

With the passage of Measure E in 2004, the college is in the position of addressing years of deficiencies in facilities needs. Using the funds provided by Measure E, MJC has developed a building program that is integrated with all other planning processes at the college, as well as the district, and is therefore, supportive of its institutional commitment to its mission. The college has put in place a process that ensures that the implementation of Measure E will maintain institutional integrity by being conducive to student learning and responsive to the input of all constituent groups. Open forums and planning sessions to seek feedback have been held numerous times during the past three years at the college. There is a monthly update on MJC’s projects at the YCCD Board of Trustee meetings and information is provided as requested by several citizen oversight organizations.

**Standard III.C: Technology Resources**

The district and college provide a wide range of technology and support in order to enable students, faculty and staff to honor their institutional commitments to their missions and goals. Dialogue is achieved as academic and student service units assess needs, prioritize and request technology equipment and support in their program review processes. Program review documents are sent to the college Planning and Budget Committee for review, prioritization and funding recommendations.

The college will complete the revision of the 2007 Technology Plan and integrate this planning into the college Strategic Plan. The revised 2007 Technology Plan will include a replacement cycle, accompanied by cost estimates, for all campus technology. The college has and will continue to incorporate ongoing funding of technology and technology support in its long-range financial plans in order to facilitate an evaluation, planning, and improvement cycle.

**Standard III.D: Financial Resources**

The Yosemite Community College District Mission/Strategic Plan 2007-2013 and Modesto Junior College Mission/Strategic Plan 2008-2013 are central to both the long- and short-term financial planning at both the district and college level. At the district level, financial planning is driven by the institutional commitment to its mission and goals that were created by input from constituents throughout the district. The district’s mission integrates the resource allocation process and ensures that it is equitable, transparent, and clearly communicated throughout the district with two key committees, the District Administrative Council and District Council, that meet throughout the year to discuss budget and other district topics.

The district’s allocation of resources is equitable and ensures the long-term financial stability of the organization of the district by maintaining a 5% reserve and forecasting budgets based on assumptions from the State of California budget process. The district effectively communicates the budget assumptions with the colleges and the two key district committees: District Council and District Administrative Council.
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Standard IV.A: Decision-Making Roles and Processes

During the summer and fall 2010, the college community engaged in extensive dialogue concerning the College Mission Statement and Core Values from which all planning generates. Campus-wide engagement is achieved through the shared governance process wherein individual employees have the opportunity to bring forward constructive ideas to their immediate supervisor or their representatives on various committees, and thereby impact the direction of the institution.

Modesto Junior College is actively engaged in comprehensive planning and a continuous learning cycle and has refined its Mission Statement to focus more clearly on Student Learning Outcomes and assessment. Subsequently, the college is currently measuring Student Learning Outcomes in all of its instructional programs, and, in Spring 2010, began measuring Administrative Unit and Service Area Unit Outcomes. The institution therefore demonstrates its effectiveness of support for student learning by providing: 1) evidence of the achievement of Student Learning Outcomes; and 2) evidence of institution and program performance.

In addition, the institution has demonstrated a commitment to facilitate and support student learning, measure that learning, assess how well learning is occurring, and make changes to improve student learning by organizing key processes and allocating resources to effectively support student learning. Institutional planning efforts have recently been streamlined through an institutional timeline of activities which aligns all activities on campus from continuous performance assessment through budget and strategic planning. This process holds all areas accountable to participate in the assessment, budgeting, and strategic planning of the institution through timely and effective reporting of crucial information. All areas of the institution participate in both the assessment and improvement process to more effectively serve the students of Modesto Junior College.

The institution uses ongoing and systematic evaluation, planning, and improvement to refine its key processes and improve student learning; these efforts are coordinated by the college’s Planning and Budget Committee. Modesto Junior College, in compliance with commission recommendations, developed a strategic planning process that connected long-term program and services planning with financial resource development, as well as to facilities, human resources, and technology planning consistent with the mission of the college.

The organization of the college’s governance process is well-documented. The systematic and formal process of shared governance at the college is detailed in Introduction to Decision Making at Modesto Junior College Fall, 2008 - Spring, 2010 and the Function Map: Yosemite Community College District/Modesto Junior College illustrates how the college and the district manage the distribution of responsibility by function as it pertains to the accreditation standards.

Modesto Junior College has demonstrated honesty and integrity when communicating institutional qualities and effectiveness to external agencies and the general public. The MJC Annual Report is published through the Public Information Office and provides benchmarking data and outcomes at the departmental, division and college-wide levels. District-level reporting occurs for partnerships with external funding agencies. Accreditation information including Self Study documents, commission recommendations, and progress reports are available on the college website, in the Office of the President, and in the office of the Accreditation Liaison Officer.

Standard IV.B: Board and Administrative Organization

Dialogue is encouraged by the governing board insofar as it meets monthly for its regular meetings, holds study sessions, convenes special meetings, attends institute and in-service days, and hears standing agenda items from representative college governance groups. Furthermore, as elected officials,
board members interact with their constituents in a variety of community functions and often bring feedback into discussions at Board meetings. To ensure its commitment to effectiveness, the Board continuously revises and updates its policies and procedures throughout the year. The Board has a system for evaluating and revising policies on a regular basis. The Board practices evaluation, planning and improvement as it approves mission statements (of the colleges and the district) and signs off on all planning documents. It also records in its minutes additional reports of items that fall under their special priorities: the district’s Mission and Vision Statements and Measure E outreach sites. Minutes of board meetings provide documentation of the organization’s ability to reflect public interest. Board meeting agendas and minutes are posted on the YCCD website, and they are available upon request from the Chancellor’s Office. A monthly newsletter from the Chancellor’s Office, Board Connections, is sent via email to all district personnel. Institutional integrity is addressed in specific policies and procedures (for example, the Code of Ethics/Standards of Practice). The current board members work in a collegial, professional manner, taking their elected duties seriously on behalf of the colleges and the community.