ACCREDITATION SPECIAL REPORT

SUBMITTED TO THE
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
OF THE
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

MARCH 15, 2012

MODESTO JUNIOR COLLEGE
435 COLLEGE AVENUE
MODESTO, CA 95350
Special Report – Certification Page

Date: March 14, 2012

This Special Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that we reviewed this Special Report and that we were involved in its development process.

Signed

Mary E. Retterer, Ph.D., Interim President, Modesto Junior College

Adrienne Peek, Academic Senate President, Modesto Junior College

Joan E. Smith, Ed.D, Chancellor, Yosemite Community College District

Mr. Mike Riley, Chair, Yosemite Community College District Board of Trustees
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Modesto Junior College

Special Report on Recommendations 3 & 4

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Statement of Report Preparation

Modesto Junior College faculty, staff, students, and administration have worked at an ambitious pace to prepare this special report addressing Recommendations 3 and 4. Dr. Mary Retterer, Interim President, received ACCJC’s action letter on February 1, 2012 informing her of the Recommendations and timeline for the special report. At the direction of campus leadership, the shared-governance bodies began urgent, frequent meetings to formulate this response to the commission.

The college recognizes the importance of clear and efficient communication with its stakeholders, and to that end, a campaign was launched to clarify the implications of the accreditation actions taken. A FAQ sheet [Ref. 1] was developed and placed on the accreditation website along with the full report [Ref. 2] and action letter [Ref. 3] from the commission. To reach off-campus constituents, Interim President Dr. Mary Retterer and Academic Senate President Adrienne Peek co-authored an editorial published on February 9 in the local newspaper, The Modesto Bee. To facilitate immediate questions and concerns, an open forum was held on MJC’s East Campus on Monday, February 13, 2012. A copy of the President’s presentation can be found on the Accreditation Webpage [Ref. 4]. These efforts have facilitated open dialogue and have encouraged participation in this process across the institution at all levels.

The shared governance bodies – President’s Cabinet, Accreditation/Institutional Effectiveness Committee (AIE), Instructional Administrators Council (IAC), College Council, Student Services Council and Academic Senate – met to review the previous reports to the commission as well as plan how to respond to these new recommendations [Ref. 5]. During these meetings, cross-campus constituents gathered to brainstorm, delegate responsibilities for different responses, and map out a timeline for completion of these documents. The Faculty Co-Chair for Accreditation, Dr. Jennifer Hamilton, worked cooperatively with the shared governance bodies and the administration to coordinate, compile, and edit.

As a first step, Modesto Junior College respectfully submits this Special Report as a summary of the College’s institutional progress in response to recommendations 3 and 4 of the 2011 accreditation visiting team. This report has been compiled by college administrative and faculty leadership and with college-wide committees. Early drafts were compiled by the Faculty Accreditation Co-Chair, the Vice President of Instruction, and the Interim President using documentation and evidence provided by administrators, faculty, and staff members in specific instructional, student services, learning resources, facilities, and technology areas.

Due to the ambitious timeline given the institution to write, approve, and send the report, drafts were reviewed by various stakeholders at all stages of preparation. The report was sent out via
email to the campus, and the report was uploaded to the accreditation website [Ref. 4]. Hard
copies were provided to college leadership groups, and the Yosemite Community College
District Board of Trustees formally accepted the report at its March 14, 2012 meeting.

Mary E. Retterer, Ph.D.
Interim President
Modesto Junior College
Introduction

Modesto Junior College is cognizant that there has been confusion about the relationship between the East and West Campuses. Indeed, actions have been taken against the college on this same issue in previous accreditation visits (most recently in 2008). The institution has gone to great lengths to maintain a healthy, appropriate balance of services to students on both East and West Campuses in order to avoid confusion. The accreditation team that visited November 7, 2008 arrived at the same conclusion: “The College has developed a clear planning initiative and process to address issues of staffing, support services, and programs on the East and West Campuses. The planning processes are clearly defined and articulated, and include full constituent representation. The team believes that the college has resolved the issues in Recommendation #4, and meets the expectations of the Commission” [Ref. 6]. Meeting the Commission’s expectations with regard to this Recommendation contributed to the restoration of full accreditation to Modesto Junior College.

This report will clearly articulate that while models exist that separate campuses and duplicate all services, thus creating another center that is often expected to grow into another college, Modesto Junior College does not operate under that model. Modesto Junior College is one college, not multiple centers or satellites. The original campus, now known as East Campus, is landlocked in a residential area; therefore, when the opportunity arose to expand in the location where West Campus resides, this provided MJC a chance to expand facilities and services to enhance the educational experience for stakeholders in the institution. The institution has always operated on the premise that MJC East is the main campus, and students who attend on MJC West have appropriately equitable, though not exactly duplicated, services. Currently, 17% of MJC students are West Campus only students; the remainder attends either solely on East (about 50%) or both (about 33%) [Ref. 7].

While there are two campuses which offer different foci for student preparation, the campuses report to one central administration. The offices of the President, Vice President of Instruction, Vice President of College and Administrative Services, and the Vice President of Student Services are all located in the Morris Building on East Campus. This serves as a centralized location for all higher level administrative operations. Looking to the department and/or division level, there are Deans located on both campuses allowing for administrative presence on both East and West.

The decision to operate under this model is driven by the desire to offer students the most efficient and equitable experience possible. Data in this report will show that while students on West Campus might not have every service duplicated, they are able to access necessary learning support, library materials, and student services on West Campus.
Due to the nature of the recommendations, there is repetition of evidence in this document, for the recommendations are closely related.
Response to Recommendation 3

Recommendation 3: The team recommends the college resolve the issues of inadequate library staffing and support services on both campuses. (Standards II.C, II.C.1, II.C.1.a, II.C.1.b, II.C.1.e, II.C.2; ER14, ER16.)

In response to Recommendation Three, Modesto Junior College has compiled a narrative with supporting data addressing concerns expressed in the Evaluation Report for MJC, October, 2011.

The institution recognizes that core to supporting student success is a healthy Library. With the completion of the Science Community Center, the Allied Health Building (Glacier Hall), and the Agriculture Pavilion, the number of MJC students primarily studying on West Campus will increase. According to the report entitled “Current and Projected Sections, Duplicated Headcount, and FTES by Location,” currently 64% of sections are offered on East Campus while 24.3% are offered on West. After the Science Community Center opens for classes in Spring of 2013, the percentages are expected to change to 56.5% on East and 31.7% on West [Ref. 8]. Knowing that there will be a STEM, Sciences, and Allied Health focus on West Campus, library services are planning to support that population of students. The newly renovated Integrated Learning Center [Ref. 9] will house the majority of the Science Reference Materials, there will be a Science, Math, Nursing, and Technology focus to the tutoring center, and there will be computer labs with the appropriate supporting programs available for student use. As one might expect, there has been considerable flux on both campuses as the college community awaits the completion of the Measure E bond projects. This completion will allow the appropriate systems to be institutionalized for the best service to students.

The Accreditation Team Evaluation Report states: “The library collection will not be optimally distributed to reflect the 60/40 split of students between the two campuses. As a result of the budget reductions from 2010/2011, the college cut one full time librarian and all of its part time librarians, equivalent to one full time position. It has also cut its catalog librarian and these services are no longer available, leaving the library without enough certificated library faculty.” According to projections of “FTES Percentages by Location,” there will be a 53.2% East/ 36.3% West split (duplicated headcount). Considering the student populations and the science focus of the West Campus, the plan for distribution of collections adequately and equitably supports the foci of the different campuses and student General Education needs [Ref. 8]. The information below is excerpted from the West Campus Library Plan [Ref. 10].

West Campus Library Service Focus
We envision reestablishing and maintaining a West Campus “branch” library within the Integrated Learning Center to provide equitable information competency instruction, reference or
research help, and circulation/reserves services to meet the needs of the programs whose primary location is West Campus. Those programs are:

- Allied Health
- Family & Consumer Sciences
- Career Technical Education
- Agriculture & Environmental Sciences
- Science, Math, & Engineering
- Photography

**Library Faculty**

Funding has been restored for the equivalent of one full-time Librarian. This position will be able to be phased in as Measure E projects come to completion and programs transfer to West Campus. This addresses concerns in the recommendation, and it facilitates student success. The full-time library faculty will build strong relationships with the West Campus subject-area faculty thus being able to provide more subject-specific instructional support, more informed research help, and more knowledgeable collection development for the programs on West Campus. In addition, if the library is to provide equitable evening and/or weekend instruction and reference service, the library would need to add library faculty adjunct hours as discussed below in the staffing plan.

The full-time librarian would not need to staff the reference desk at all times but could staff it at regular hours, make herself/himself available by appointment, and be close by in an office if someone needs help. Otherwise, that librarian will be out meeting with West Campus faculty, developing traditional and online instructional materials, conducting information competency classes, performing collection selection and deselection to maintain a useful, current print and online collection, and other duties. Effective July 1, 2012, the position of librarian has been restored to the list of funded positions in the college’s labor budget. Given the state of budget reductions to California’s community colleges and the risk of the November tax measure not passing, the college will utilize this budget to reinstate gradually, starting with adjunct librarians, at the West Campus. As the funding source stabilizes, the positions will be restored.

**Library Collection**

Print collections would be focused on the disciplines located on West Campus. Print collections would include circulating and reference books and periodicals for those subject areas.

**Delivery Service**

The College needs to devise a plan for delivery services between the two campuses. For the
library this means that we need a courier service for document/materials delivery to students and faculty on both campuses. In the past, we had a twice daily courier service.

As is evident from this plan, Library services are planned not according to mere student distribution by numbers, but more helpfully by which programs are located on which campus. Other Student Services are detailed in the response to Recommendation 4.

**Response to Recommendation 4**

 Recommendation 4: The team recommends the college facilities, hours of operation, and staffing be evaluated and modified to assure equitable student access for both campuses (Standards II.C, II.C.1, II.C.1.a, II.C.1.b, II.C.1.c, II.C.2; ER14.).

In response to Recommendation Four, Modesto Junior College has compiled a narrative with supporting data addressing concerns expressed in the Evaluation Report for MJC, October, 2011.

**Facilities Plans:**

**Facilities Master Plan**

The midterm report submitted to the commission on October 15, 2008 indicated that “The West Campus will include the Science Community Center, Great Valley Museum, the Agriculture Pavilion, Agriculture Student Housing, the Softball Complex and the new Allied Health Building. New and/or renovated buildings on the East Campus will be the High Tech Center; the Library and Learning Resources Center; the Performing, Media and Arts Center; and the Student Services Building” [Ref. 11]. Several of those projects have been completed: the Performing, Media and Arts Center, the Allied Health Building (Glacier Hall), the Agriculture Pavilion, and Founders Hall has been renovated. The new Student Services building will be opened March 30, 2012.

The Facilities Master Plan [Ref. 12] delineates the following Objectives:

**3.3 MASTER PLAN OBJECTIVES**

A. Reorganize East and West Campus to balance "Critical Mass" efficiencies and educational effectiveness, while enhancing student access and opportunities.

B. Maximize space utilization, while improving physical environment, operational efficiencies and program effectiveness.

C. Exercise wise stewardship of limited resources, optimizing land, buildings and energy consumption, as well as state and local funds.

D. Minimize duplication of spaces and reconfigure under-utilized and over-sized spaces.

E. Convert improperly-sized spaces to better serve and optimize instructional program needs, sizes and related space adjacencies (Refer to California State Chancellor’s Office Standards - Volume Two, Sections 2 & 3 of this Report).
F. Improve flexibility and sharing of instructional and related support spaces, while promoting interactive collegiality.
G. Enhance state funding eligibility, so as to optimize local resources.
H. Minimize program disruption by carefully addressing issues of construction safety, noise, swing-space, traffic, and parking.
I. Adhere to District policies, budgets, standards and guidelines throughout the entire facilities delivery process.
J. Maintain credibility and strengthen relationships with all stakeholders and the local community.

On target for completion are the Science and Technology Building, the Student Services Building, and renovation of the library spaces on both East and West (to be known as the Integrated Learning Centers).

As these projects come to completion, there will be a shift in student population as the majority of the sciences will be offered in the new facilities on West Campus. This organization reflects strategic location of the Sciences, Nursing, Math, and Technology on West Campus. There will be a few general education science courses that may be scheduled on East (possibly with dry labs) to facilitate student access for non-science transfer GE patterns. Data has been generated projecting FTES by Division and by Campus to facilitate accurate, equitable scheduling [Ref.13].

**Instructional and Student Services:**

**ASMJC**
The Associated Students of Modesto Junior College has worked to offer activities and support on both campuses. The calendar of events [Ref. 14] offers examples of events on both East and West Campuses, and the ASMJC webpage [Ref. 15] offers extensive listing of services and location. There are student offices on both East and West offering students a point of contact with their student leadership regardless of where they are studying.

**Bookstore**
Students are able to access books on both campuses for the opening of each semester. During periods of high demand, both campus bookstores operate to accommodate students. To operate efficiently and responsibly, the West Campus bookstore closes after the second week of each semester. Students are able to access required texts and necessary supplies throughout the semester at the East Campus bookstore. Students who are able to use credit may also order their books online and have them ready for pick-up on the East Campus. Hours, available services, goods, and schedules for both East and West Campus are available on the Pirates Bookstore webpage [Ref. 16].
Integrated Learning Centers and Library:

West Campus Library Service Focus
We envision reestablishing and maintaining a West Campus “branch” library within the Integrated Learning Center to provide equitable information competency instruction, reference or research help, and circulation/reserves services to meet the needs of the programs primarily located on West Campus. Those programs are:

- Allied Health
- Family & Consumer Sciences
- Career Technical Education
- Agriculture & Environmental Sciences
- Science, Math, & Engineering
- Photography

Library Faculty
A full-time library faculty member is necessary to build strong relationships with the West Campus subject-area faculty thus being able to provide more subject-specific instructional support, more informed research help, and more knowledgeable collection development for the programs on West Campus. In addition, if the library is to provide equitable evening and/or weekend instruction and reference service, the library would need to add library faculty adjunct hours as discussed below in the staffing plan. The budget for this position has been restored; however, the need will have to be met through adjunct librarians until funding is stabilized.

The full-time librarian would not need to staff the reference desk at all times but could staff it at regular hours, make herself/himself available by appointment, and be close by in an office if someone needs help. Otherwise, that librarian will be out meeting with West Campus faculty, developing traditional and online instructional materials, conducting information competency classes, performing collection selection and deselection to maintain a useful, current print and online collection, and other duties.

Library Collection
Print collections would be focused on the disciplines located on West Campus, and they will include circulating and reference books and periodicals for those subject areas.

Delivery Service
The College needs to devise a plan for delivery services between the two campuses. For the library this means that we need a courier service for document/materials delivery to students and faculty on both campuses. In the past, we had a twice daily courier service.
Tutoring for Nursing Students
The Nursing Program, in an attempt to boost student success, has written and obtained Enrollment Growth Grants to fund a dedicated tutor for the Nursing students. The service, located in Glacier Hall, offers 18 hours of tutoring/week in varied formats and supports students in different modalities.

Types of tutoring [Ref. 17]:
- Group studying
- Individual tutoring
- Video Conferencing
- Blackboard
- Email correspondence
- Class visitation

In addition to nursing, the Medical Assisting program has tutoring for its students 5 hours/week. Students are notified of this service during Orientation.

Schedule and Shuttle:

Prime Shine Pirate Express
The College is acutely aware of the significance of course scheduling and its impact on student access and success. In response, a special scheduling task force was assembled under the purview of the IAC to advise the Vice President of Instruction with regard to course scheduling, inter-site coordination of transportation and other services.

At this point in time, there is a 30 minute stagger in class start times between campuses. This is to facilitate students taking courses on both campuses without chronic tardiness, and to assist in this, there is a free shuttle service for students, the Prime Shine Pirate Express [Ref. 18], which runs every 30 minutes. Due to budgetary constraints, there was a position cut, increasing the wait time from 15 to 30 minutes between shuttles.

The transportation department gathered data on usage of the shuttle [Ref. 19], and records show that when the service was decreased, there was a driver and bus on standby to accommodate overload. The data shows that most students originate on East Campus and travel west, and peak times of travel are between 11:00 and 12:30. In fall 2011 semester, the shuttle ran for 62 days, transporting 40,801 passengers.
Student Services:

Admissions and Records
Admissions and Records services are available on both East and West Campus. The Admissions and Records staff is in the process of automating a number of services which will increase student access and availability to commonly used forms, converting them to an electronic format by the end of the 2012-2013 academic year. Automating these forms will provide open access and enhance the students’ ability to handle business online.

Faculty and Student Services
Regardless of which campus a student attends, s/he has access to many services online through the Modesto Junior College website [Ref. 20]. Faculty and Student Services throughout the institution work together via e-mail and the MJC website to support students by using the Early Alert System [Ref. 21] when necessary. Counseling services are available on both campuses. On West Campus, there is 1 FTEF General Counselor, 1 FTEF Teaching Counselor, .5 FTEF Cal Works Counselor, .5 FTEF STEM Counselor (beginning '12-'13), and 1 FTEF FYE Counselor. Health services, services for disabled students, and counseling services are available on both campuses. Career and Transfer services and Veterans services are maintained on the East Campus as enrollment and scheduling data indicate that this is where the majority of students spend most of their time, though limited programmatic offerings have been delivered on the West Campus. DSPS Testing services are available on both campuses.

Financial Aid
The Financial Aid office is located on West Campus, Yosemite Hall 147. A full description of the services offered is on pages 28-30 of the Modesto Junior College 2011-2012 Catalog [Ref. 22]. As new buildings have opened on West Campus, some services have relocated to facilitate student access. For example, in its previous location, the Financial Aid Office could not accommodate increasing student traffic, nor could it accommodate additional staff to serve students more efficiently. Consequently, during periods of high service demand waiting lines extended outside the building, and wait times extended well beyond acceptable limits. When additional space became available on West Campus, the Financial Aid office relocated, and forms were made available online. In fact, all financial aid documents are now available in an electronic format; consequently, most students do not need to come to campus at all as documents can be faxed, emailed or mailed. Financial Aid services continue to be available on East Campus during the first few weeks of class and during targeted events and activities throughout the year. In addition, to make financial aid services as student friendly as possible, drop-box services are available on a routine basis. The Counseling and EOP&S offices also deliver documents through the campus mail system on behalf of students. With the completion of the new student services building on East Campus (2012-13) the financial aid staff will
restructure staffing schedules to increase service to one or two days/evenings per week throughout the year.

**Initial Assessment**
Most students only utilize the testing services a few times during their academic careers, and this is generally during the early phases of the enrollment and registration cycles. Testing services are provided on a scheduled appointment basis as well as intermittently throughout the year at area high schools, targeted events and for targeted programs. To effectively meet students’ testing needs, this service was relocated to West Campus and upgraded computer equipment was purchased. With the completion of the new Student Services Building on East Campus, testing services will be available in the new lab on East Campus during periods of high service demand.

**CCSSE Data for Recommendation 4:**

**Community College Survey of Student Engagement**
Modesto Junior College has administered, analyzed, and used the Community College Survey of Student Engagement (CCSSE) since 2006 [Ref. 23]. According to the CCSSE questions that align with Standard II.C and its subsections, MJC students are responding comparably, as compared with the Hispanic Student Success Consortium, the Extra Large Community Colleges cohort, and the national CCSSE Group. The student mean average response to the question, “How much does the college emphasize... Providing the support you need to help you succeed at this college?” is the same as the other cohorts' students – “Quite a bit.” In fact, the MJC student mean average responses to how much “this college contributed to your knowledge, skills, and personal development” in “acquiring a broad general education” and “using computing/information technology” were slightly higher than all the other comparison groups. In terms of “frequency of use” and “importance” of “computer lab,” the MJC student mean average responses were higher (statistically significant in each area) than the Extra Large Community College students’ responses. Also, in terms of “satisfaction” with the “computer lab,” the MJC student mean average response was higher than all the other comparison groups. In terms of “importance” and “satisfaction” with “Skill Labs (writing, math, etc.),” MJC student mean average response was higher than all the other comparison groups. In terms of “peer and other tutoring” MJC student mean average responses to “frequency of use,” “importance,” and “satisfaction” were comparable to all the other comparison groups. The responses of the 2011 MJC cohort are slightly higher than the previous MJC cohorts in 2006 and 2009 in most of the above areas.

Please note the list of services available for students on both campuses illustrating the equitable availability of services to students [Ref. 24].
EVIDENCE LIST

Immediately following this list of evidence is a thumb drive containing all evidence referenced in Modesto Junior College’s Accreditation Special Report.

Statement of Report Preparation

[Ref. 1] – FAQ Sheet for Accreditation
[Ref. 2] – Evaluation Report
[Ref. 3] – Action Letter from ACCJC
[Ref. 4] – Accreditation Webpage
[Ref. 5] – Shared Governance Webpage Links

Introduction

[Ref. 6] – 2008 Special Visit Report (Pg. 4)
[Ref. 7] – MJC Attendance by Campus Fall 2008 to Fall 2011

Response to Recommendation 3

[Ref. 8] – FTES Percentages by Location
[Ref. 9] – West Campus Library Alteration
[Ref. 10] – West Campus Library Plan

Response to Recommendation 4

[Ref. 11] – Midterm Report 2008 (Pg. 26)
[Ref. 12] – Facilities Master Plan
[Ref. 13] – Current and Projected FTES by Division by Campus
[Ref. 14] – Calendar of Events
[Ref. 15] – ASMJC Webpage
[Ref. 16] – Pirates Bookstore Webpage
[Ref. 17] – Types of Tutoring
[Ref. 18] – Prime Shine Pirate Express Shuttle Bus
[Ref. 19] – Usage of Prime Shine Pirate Express Shuttle Data
[Ref. 20] – MJC Website
[Ref. 21] – Early Alert System
[Ref. 22] – MJC 2011-2012 Catalog
[Ref. 23] – CCSSE Data
[Ref. 24] – Chart of Availability of Service on Both Campuses