

**MEMORANDUM OF UNDERSTANDING**  
**Between the MJC College President and the MJC Academic Senate**

**SUBJECT:** Spring 2011 Emergency Program Elimination Process

**Purpose:** The agreement contained in this memorandum of understanding outlines a temporary emergency procedure for eliminating programs. This process temporarily supersedes the Program Viability Procedure.

**Problem:** The proposed state budget for California community colleges forces severe cuts in the budget at the Yosemite Community College District and Modesto Junior College. These major reductions come after several years of shrinking budgets. It is no longer possible to avoid cuts to personnel and programs. During the current financial situation, the Academic Senate wishes to reassert the importance of shared governance. The existing Program Viability Procedure does not contain a provision for financially-based decisions. It is primarily concerned with academic issues and student demand. It also provides a timeline that would be difficult to implement in the limited amount of time the state budget cuts allow for. Contract and statute require that decisions about program elimination must be finalized for the March Board of Trustees meeting.

Nonetheless, any decision to eliminate programs absolutely must involve participatory governance, as established by law in AB1725. The existing procedures will not be adequate in these unique circumstances.

**Scope:** This memorandum of understanding creates an agreement between the MJC Academic Senate and the MJC President for the Spring semester of 2011. Any future decisions regarding program reduction or discontinuance beyond that time are expected to follow existing procedures.

**Agreement:** This memorandum of understanding contains all of the agreements related to emergency program elimination made between the MJC Academic Senate and the MJC President. No agreements, whether implied or not, exist unless they are specifically contained in this memorandum of understanding.

The parties agree that the temporary emergency program elimination process will be as follows:

1. Deans consult with division faculty to determine potential areas of programmatic reductions, which they then submit to the President.
2. The college President works with the Planning and Budget Committee to develop a list of allowable eliminations of instructional and student services programs and services.
3. The President coordinates with the district Chancellor and the President of Columbia College to develop a list of programs and service eliminations that maintain as much as possible the essential integrity of the colleges and the district.
4. The list of proposed eliminations and their rationale is voted on by the Planning and Budget Committee at its first meeting in March. The Planning and Budget Committee have determined to use the criteria given below\*\*.
5. The list of proposed eliminations and rationale, accompanied by a report on the vote of the Planning and Budget Committee, is submitted to the Academic Senate and voted on for ratification or modification of the proposal at a special meeting to be held Tuesday, March 8, at the regular time and location.

**Effective Date:** This agreement will become effective on February 11, 2011.

**Sunset Clause:** This memorandum of understanding ends on May 1, 2011.

\_\_\_\_\_  
Modesto Jr. College President

\_\_\_\_\_  
MJC Academic Senate President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*\*

## MODESTO JUNIOR COLLEGE PLANNING AND BUDGET COMMITTEE

### CRITERIA FOR CONSIDERING REDUCTION/ELIMINATION OF PROGRAMS UNDER CONDITIONS OF FINANCIAL EXIGENCY

Recognizing that during the current period of financial exigency a broad range of criteria must be considered in determining which, if any, college programs and services should be recommended for reduction or elimination, the Planning and Budget Committee hereby identifies the following criteria as being among those that it may consider in determining whether or not to support the list of program reductions submitted by the College President:

- Centrality of the program or service to the District and College mission statements, with an emphasis of the following *core mission components*:
  - Transfer Education
  - Career-Technical Education
  - Basic Skills Acquisition
- Extent to which program or service duplicates services available elsewhere in the college, district, community, or region
- Student access as measured by factors such as WSCH:FTEF ratios and fill rates
- Demonstrated contribution of program or service to student success (persistence, retention, program or course completion, transfer, degree or certificate completion)
- Currency of program offerings as evidenced by:
  - Active advisory committees populated by industry professionals (for CTE programs)
  - Recent curriculum committee approval of new courses and programs or course/program modifications designed to respond to changes in theory, practice, employer demand, etc.
- Evidence of student achievement of stated learning outcomes, such as knowledge or skill attainment, job placement, degree or certificate completion
- Cost of program/service delivery relative to benefits for students, college, and community
- Degree of local and regional demand for program graduates
- Compliance with provisions of applicable state and federal law