



To: Instruction Council  
 From: Dr. Jennifer Zellet, Vice President of Instruction  
 Date: 17 September 2019  
 Re: Instructional Outlook Report 2019-2020

**Introduction and Purpose:**

This document provides focus for the Instruction Council in determining hiring prioritization for both replacement and growth positions. The past 2 years have seen our system fraught with change, both programmatic and with regard to funding, and as we learn to serve students in this ever-evolving landscape, it is critical that rankings and recommendations be as strategic as possible to ensure that students meet their educational goals. As the Instruction Council makes recommendations to the College Council and the President, the system-wide goals that Chancellor Oakley has put forth in his [Vision for Change](#) should be considered as criteria for prioritization. The first two goals state that we will “Focus relentlessly on students’ end goals” and “Always design and decide with the student in mind.” The Instruction Council’s deliberations will influence programmatic offerings; therefore, these deliberations should always be equity-focused and with students at the fore.

The CCCCO sent out communication on August 28, 2019 indicating the revised Fall 2019 FON calculations.

California Community Colleges Full-Time Faculty Obligation Fall 2019 Compliance				
District	Fall 2018 Compliance	2018-19 Advance	2018-19 P-2	Fall 2019 Compliance
San Bernardino	235.4	249.0	238.4	238.4
San Diego	564.0	595.0	543.0	543.0
San Francisco	195.1	294.0	214.1	214.1
San Joaquin Delta	206.1	248.0	222.1	222.1
San Jose-Evergreen	187.8	215.0	197.8	197.8
San Luis Obispo	126.2	138.0	112.2	112.2
San Mateo	279.7	329.0	279.7	279.7
Santa Barbara	211.1	254.0	213.1	213.1
Santa Clarita	214.7	229.0	219.7	219.7
Santa Monica	237.6	308.0	268.6	268.6
Sequoias	193.3	216.0	203.3	203.3
Shasta-Tehama-Trinity	112.3	126.0	113.3	113.3
Sierra	205.7	215.0	186.7	186.7
Siskiyou	29.1	39.0	24.1	24.1
Solano	141.8	157.0	115.8	115.8
Sonoma County	280.6	298.0	291.6	291.6
South Orange	386.8	445.0	390.8	390.8
Southwestern	245.2	275.0	257.2	257.2
State Center	541.3	575.0	570.3	570.3
Ventura	416.8	437.0	403.8	403.8
Victor Valley	129.0	138.0	127.0	127.0
West Hills	87.6	93.0	82.6	82.6
West Kern	58.7	65.0	63.7	63.7
West Valley-Mission	246.1	274.0	212.1	212.1
Yosemite	290.2	305.0	280.2	280.2
Yuba	98.1	103.0	99.1	99.1
<b>Statewide Total</b>	<b>17,184.3</b>	<b>19,102.0</b>	<b>17,352.3</b>	<b>17,350.7</b>

The Fall 2018 FON compliance number is 290.2, and the 2018-19 advance calculation had YCCD at 305. Due to a lower P2 report of annual FTES, the recalculated number for YCCD is 280.2. Knowing that the district has reported lower FTES targets, and knowing that we are already FON compliant, we should not anticipate hires based on *growth*. The Instruction Council should approach the prioritization of replacement positions and focus on the three priorities outlined at the end of this report. Given this information, as departments write applications, divisions prioritize positions, and IC reviews and analyzes submissions, continual reference to the priorities will shape the arguments and deliberation as the recommendation is forwarded through the Participatory Governance process to the President.

### **Priorities:**

Modesto Junior College is in year three of the California Guided Pathways Framework Exploration as one of the 20 demonstration colleges; the institution is in year one of AB705 compliance; and now we face another significant factor: the new funding formula and its *emphasis on completion*. These major influences provide focus for Hiring Prioritization. The Educational Master Plan brings forward four institutional priorities to guide instruction for the next five years, and these priorities support the State Chancellor's Vision for Change. Priority three guides the writing of the proposals and the prioritization by Instruction Council when considering petitions from departments and divisions:

- 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
- 2: Institutional culture and transformational change
- 3: Student-focused education and support that leads to completion (extraordinary, holistic services)
- 4: Evidence-based assessment, refinement, and sustainable practices.

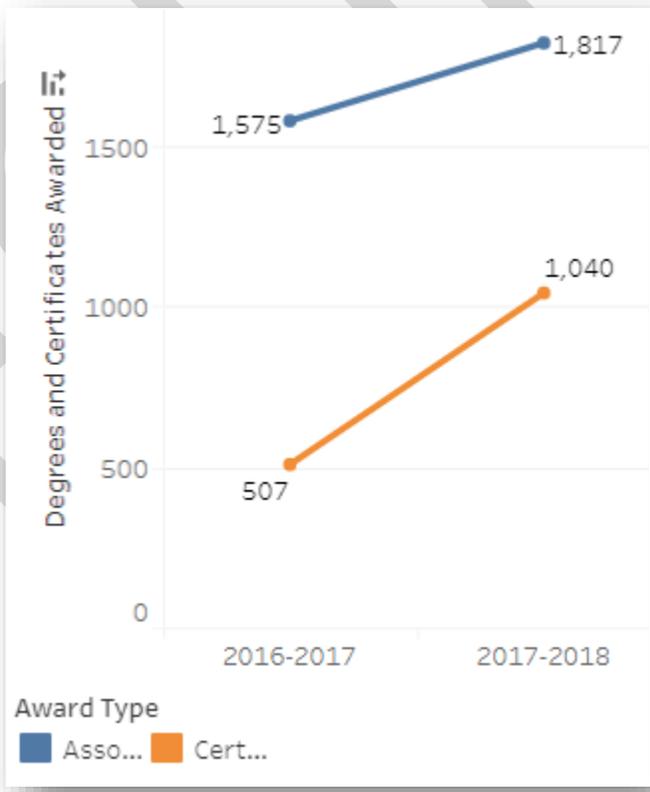
In addition to these Institutional Priorities from the EMP, there are important outside influences that should play a role in our consideration of potential hires:

1. Funding formula and its emphasis on completion – the completion percentage of the new funding model is where MJC has most opportunity to gain ground.
2. The influence of Equity in programming (e.g. ZCT sections, diversity of modalities of offerings, evidence of student-focused planning).

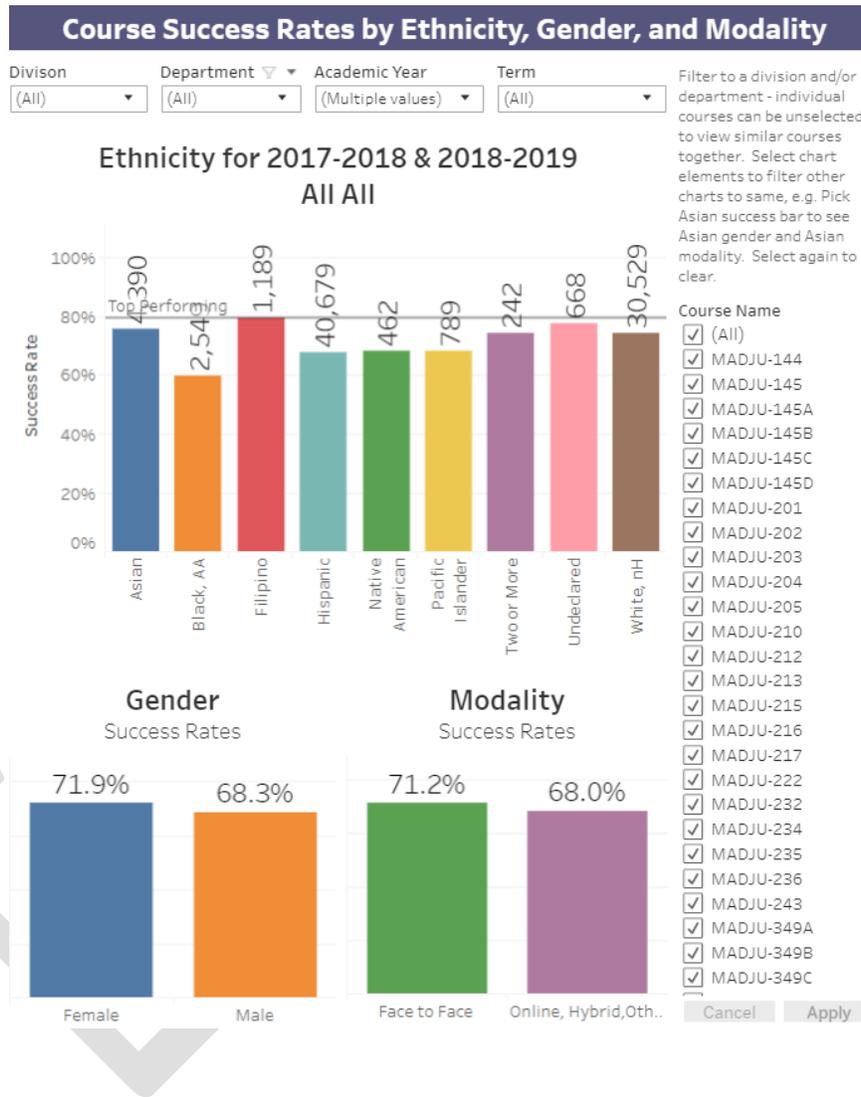
As stated in last year's IOR, "The institution agreed upon an aspirational goal of increasing completion to 53%, and in order to achieve this goal, we must strategically hire innovative faculty steeped in pedagogical training in areas where there is greatest demonstrated student need."

### **Completion Data:**

The [Institutional Effectiveness webpage](#) offers the following information regarding degree and certificate completion.



While recognizing that the hiring prioritization process indirectly impacts completion, departments and programs should use this data to illustrate how they can increase completion in their own program(s) and/or support completion across a variety of awards. In order to make connections between equity efforts and completion, departments should consider the information available on the [Institutional Effectiveness webpage](#) to explore completion with regard to demographic categories:



Recognizing that there are longstanding needs in many program areas for increased faculty, and also recognizing the priorities that spring from strategic planning, the Instruction Council is requested to consult the appendix to this report that outlines completion data by program and certificates. The Instruction Council shall prioritize recommendations based on the following considerations:

**1. Transfer and CTE Completion**

- 2. Ability to contribute to all three factors of the funding formula (Access, Serving Underserved Populations, Completion)**
- 3. Equity focus in programs/curricula**

It is crucial for our service area that MJC increase the number of college-educated citizens who are able to contribute to the community in which they live. Increasing the number of certificate and degree qualified individuals will improve our students' quality of life, provide a more educated, qualified workforce able to earn sustainable living wages, and will create an educated citizenry who can contribute to the overall well-being of our region. In addition, seeking a balanced slate of hires that contribute to all three factors of the funding formula will ensure that MJC is poised for success.

Thank you in advance for the time you will spend analyzing applications and comparing them to the above considerations. What lies ahead is an intricate conversation that risks being derailed by institutional memory, history of denied replacements, and an innate sense of fairness or obligation to persons; however, acknowledging all of these factors, the Instruction Council is asked to be strategic in its consideration and make all determinations and recommendations with students at the fore.