

MIDTERM REPORT

Modesto Junior College

Submitted October 15, 2008
to the
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

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CERTIFICATION OF THE *MIDTERM REPORT*
OCTOBER 15, 2008

To: Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges

From: Modesto Junior College
 435 College Avenue
 Modesto, California 95350

This *Midterm Report* is submitted per the requirements of the Accrediting Commission.

We certify that there was broad participation by the campus community, and we believe that the *Midterm Report* accurately reflects our response to date to the recommendations of the 2005 Accreditation Visiting Team.

Signed:

Abe Rojas, President
Board of Trustees

D. Roe Darnell, Chancellor
Yosemite Community College District

Rich Rose, President
Modesto Junior College

Jim Sahlman, President
Academic Senate

Taylor White, President
Associated Students

Rosanne Faughn, President
California School Employees Association

STATEMENT OF REPORT PREPARATION

This *Midterm Report* documents Modesto Junior College's response to all recommendations that followed a comprehensive self study and team visit in Fall 2005. Following a *Progress Report* and team visit in the Fall 2007, the College was placed on probation for failure to adequately address Recommendations 4 and 7. The College's activities in response to these recommendations are documented in a *Special Report* and are also included in this *Midterm Report*.

A special Yosemite Community College District Board of Trustees meeting was held in February 2008 to review the Commission's findings and consider the implications of the College's probation status. Accreditation update reports became a regular board agenda item. A college-wide forum was held to review the Commission's findings and the two recommendations identified for attention in a *Special Report*. The College President and Academic Senate President appointed a Midterm Accreditation Steering Committee to guide the research and response to all recommendations. The various college governance groups assigned representatives to recommendation teams, which met throughout the spring, summer and early fall. The teams worked collaboratively in an effort not only to meet, but also exceed recommendations set forth. Special workshops and training sessions were conducted throughout the summer on accreditation, planning, and institutional effectiveness.

The Academic Senate facilitated the implementation of a new program review model and the development of student learning outcomes at the course level. Reassigned time appointments were made for a Student Learning Outcomes Coordinator and Assessment Coordinator to train faculty on student learning outcomes and then monitor progress.

The College has made significant progress in meeting the recommendations set forth in 2005 and in carrying out the planning agenda items identified in the self study. The College's work during the past year has been collegial and consensus-based. The processes, as well as the products, have energized and united the college community, creating a refreshing note of optimism. Members of the college community have come to a shared belief that they are working on important documents and processes that will improve the College in significant and sustainable ways.

Modesto Junior College respectfully submits this *Midterm Report* as a summary of the College's institutional progress in response to the recommendations of the

2005 accreditation visiting team. These reports have been compiled by the college administrative leadership team in consultation with the Academic Senate Executive Council. First drafts of the responses were provided by administrators, faculty, and staff members in specific instructional, student services, learning resources, facilities, and technology areas, whose responsibilities include addressing specific recommendations and planning agenda items identified in the 2005 institutional self-study.

In September 2008, the final review drafts of the *Midterm Report* and *Special Report* were sent electronically to all college faculty and staff and were also made available on the College's website. Hard copies were provided to college leadership groups. The Yosemite Community College District Board of Trustees formally accepted the report at its October 8, 2008 meeting.

Rich Rose, President
Modesto Junior College

Accreditation Writing Team:

| | |
|----------------------|---|
| Rich Rose | President |
| Bob Nadell | Vice President of Student Services |
| Karen Walters Dunlap | Vice President of Instruction |
| Gary Whitfield | Interim Vice President of College Administrative Services |
| Jim Sahlman | Academic Senate President |
| Jillian Daly | Yosemite Faculty Association President |
| George Railey | Dean of Instructional Services |
| Sandy DeWalt | Foundation Group Coordinator |

Recommendation 1: Student Services on East/West Campuses

Chair: Derek Waring, Dean of Counseling
Co-Chairs: Martha Robles, Director of Student Success
Sandra Woodside, Professor of Sociology
Classified: Ken Hart, Research Analyst

Recommendation 2: Student Learning Outcomes

Chair: Jim Sahlman, Academic Senate President
Co-Chairs: George Railey, Dean of Instructional Services
Lee Merchant, Assessment Coordinator
Resource: Adrienne Peek, Student Learning Outcomes Coordinator
Classified: Becky Plaza, Outreach Specialist

Recommendation 3: Course Syllabi

Chair: Jim Sahlman, Academic Senate President
Co-Chairs: Bill Kaiser, Dean of Physical Education
Dale Pollard, Professor of Agriculture
Classified: Craig Puckett, Maintenance, District

Recommendation 4: Planning Initiative for East and West Campuses

Chair: Karen Walters Dunlap, Vice President of Instruction
Co-Chairs: Bob Nadell, Vice President of Student Services
Jenny Netto, Professor of English
Classified: Joan Van Kuren, Science, Math, and Engineering Division
Secretary

Recommendation 5: Human Resources

Chair: Sandy DeWalt, Foundation Group Coordinator
Co-Chairs: Venesse Metcalf, Director of Human Resources, District
Mike Adams, Professor of Mathematics
Classified: Leta Love, Health Services Nurse

Recommendation 6: Budget

Chair: Gary Whitfield, Interim Vice President of College and
Administrative Services
Co-Chairs: Ken White, Dean of Business and Behavioral Sciences
Nancy Sill, Professor of Business Administration
Classified: Rosanne Faughn, Fiscal Analyst

Recommendation 7: Institutional Planning

Chair: Jillian Daly, Yosemite Faculty Association President
Co-Chairs: Rich Rose, President of Modesto Junior College
Curtis Martin, Professor of History
Classified: Cynthia Fuhr, Data Base Administrator, District

Responses to the Recommendations from the Accreditation Team Site Visit October 2005

Recommendation 1:

The team recommends that the facilities and hours of operation for student and learning support services programs be evaluated and modified so as to assure access to students on the East and West Campuses. (IA, IIB, IIB.3a, IIC.1, IIIB.1, IIIB.1a, IIIB.2)

Progress:

Consistency of institutional performance across all sites is an essential component of the College's effectiveness in meeting its mission. Student access to quality learning experiences at East and West Campuses stands paramount in Modesto Junior College's commitment to the Commission's theme of institutional integrity.

Modesto Junior College has taken twelve actions related to Recommendation 1:

1. On February 2, 2008, a task force formed to address this recommendation determined that a Services Accessibility Survey and interviews with program managers would be an effective way to evaluate students' perceptions of the facilities, hours of operation, ease of locating facilities, and physical barriers on the East and West Campuses. In addition to forced choice questions, the survey included open-ended questions, giving respondents the opportunity to suggest strategies to make college services more accessible to students and to identify accessibility concerns. Student leaders administered the survey in 27 randomly selected day and evening classes on East and West Campuses. A total of 417 students responded. The results were distributed to the following stakeholders:
 - Individual program managers,
 - College Council,
 - Student Services Council,
 - Instructional Administrators' Council, and
 - All members of the college community via the accreditation website <http://www.mjc.edu/accreditation/>.

2. From March 2008 through June 2008, task force members conducted individual interviews with the 22 program administrators of the services identified in the survey document. The responses were compiled, analyzed, and then summarized in a report distributed to the same groups and individuals identified above.
3. In Spring 2008, each student services area participated in program review. Question one in the online program review survey gauged student satisfaction with the hours of operation on East and West Campuses. In September 2008, a report detailing the results of the program review in student services was distributed college-wide.
4. A key factor in student services planning is the analysis of how students currently use the West Campus. In 2002, the campus opened two new buildings on West Campus: Yosemite Hall and Sierra Hall. The addition of these buildings increased enrollment on West Campus. In Spring 2008, the College researched the number of students taking classes on both campuses in addition to those only taking classes on either East or West Campus. In Fall 2008, 48.5% (9,839) of Modesto Junior College students enrolled exclusively on the East Campus compared to 14% (2,847) enrolled exclusively on the West Campus. Thirty percent (6,095) of the students enrolled in classes on both campuses. The remaining students (7.5%, 1,519) are enrolled in distance education courses and off-site centers.
5. In September 2008, a chart was created comparing the Fall semester 2005 hours of operation to the Fall semester 2008 hours of operation for each student support service available on East and West Campuses.
6. In September 2008, the summary reports described in #1 and #2 above, and the relevant data described in #4 and #5 above, were distributed college-wide via the accreditation website and studied in College Council, Student Services Council, and the Instructional Administrators' Council. These documents, and the resulting discussions, will be the focus of the *Academic Senate Discourse Fall 2008* publication.
7. A free shuttle service began in Fall 2006 that traveled the 2.5 miles between the East and West Campus every 30 minutes from 7 a.m. to 5:30 p.m. Monday through Thursday. This solution was so popular with students that a second shuttle was added in Fall 2007, and service between the two campuses is now available every 15 minutes from 8:15 a.m. to 3:45 p.m. Monday through Thursday. Reduced on-campus parking

rates on West Campus were initiated in Fall 2006 as an incentive for students taking advantage of the shuttle service.

8. To coordinate the schedule of classes in patterns that best meet the needs of students and to align those schedule patterns with the shuttle service, block scheduling was implemented in Fall 2008 that creates a 30-minute passing time to allow students to travel between east and west campuses.
9. In Spring and early Fall 2008, several activities focused on internal marketing to inform current students about available services, hours of operation, and location of services:
 - a. The Associated Students of Modesto Junior College initiated and funded signage for the East and West Campuses to increase the ease of locating facilities. The proposal for the new signage was reviewed by a number of college committees before implementation: Student Services Council, Campus Development, Facilities, President's Cabinet, and College Council. In Fall 2008, following discussion at President's Cabinet, portable signs were placed on both campuses to assist students during the first two weeks of school. The signs included "You are here" maps and contact information for further assistance.
 - b. A greater number of inserts for the *Student Services Programs and Services Binder* was provided to instructors, giving them sufficient materials for distribution to all students in their classes.
 - c. Information tables were staffed from 7:30 a.m. to 6:30 p.m. at the beginning of each semester in high traffic buildings on both the East and West Campuses.
 - d. Advertisements posted in the Modesto Junior College Shuttles apprised students of support services in Financial Aid, Admissions, and Tutoring.
 - e. Banners now hang from light posts throughout the West Campus to inform students about service availability.
 - f. A Student Services Fair was held September 2008 on both East and West Campuses to invite students to take advantage of available services.

10. To accommodate the increase in students at the newer West Campus, two administrators and several support staff were transferred or added to West Campus in Fall 2008, joining the administrator and several staff members reassigned to this location in Fall 2005.
11. Since 2005, the College has made significant strides in using technology to increase student outreach and student access to services. These innovations reach students on both East and West Campuses and make the availability of services more independent of the specific campus.
- Beginning in 2007, students were offered district email accounts during registration. Services, such as Admissions and Records, Financial Aid, Tutoring, and TRIO, use this email system to correspond with students.
 - Minimal online advising was present prior to 2004. Online advising was enhanced and expanded in January 2005.
 - The number of sections of online guidance courses increased from six in Fall 2005 to ten in Fall 2008. In addition, the number of online guidance courses for the entire academic year increased from 16 in 2005-2006 to 26 in 2007-2008.
 - In 2007, in an effort to accommodate West Campus growth, an additional Admissions and Records Technician was added to the Admissions Office.
 - All admissions and records forms are available for students online. Online registration has improved to the level that it has become the registration method of choice. The Admissions Office receives more electronic applications than paper applications and now accepts an electronic signature.
 - Six electronic resources have been added to the Library since 2005. Most notable are over 10,000 electronic books from Net Library and the Gale Virtual Library Collection, plus specialized databases for anthropology, psychology, and behavioral sciences.
 - The Scheduling and Reporting System (SARS) system purchased in Fall 2005 contacts students to remind them of scheduled appointments. The Scheduling and Reporting System also allows counselors to maintain ongoing case notes, which add to continuity of services.

- The campus implemented an online alert system whereby instructors notify students of class performance concerns. In addition, the notification is routed to the appropriate campus support service.
 - Beginning in Fall 2007, an academic status monitoring process notifies students of progress/academic probation and/or progress/academic dismissal.
 - Initial financial aid checks are mailed to students, saving students a trip to the Business Office before purchasing their textbooks.
12. The increase in students at the West Campus prompted the following changes/additions in College and Administrative Services:
- The Mary Stuart Rogers Student Center on West Campus opened in the Fall of 2005 and offers both food services and a convenience store during fall and spring semesters. A Starbucks Cart opened Fall 2006 and serves hot and cold drinks from 7:30 am to 11:30 am Monday through Thursday during fall and spring semesters.
 - Vending machine services supplement these offerings and hours, including a Scantron vending machine at Yosemite Hall for students to obtain testing materials when the bookstore is closed. An ATM machine and change machine were installed in 2005 and in 2008 respectively in the Mary Stuart Rogers Student Center.

In the interest of increasing Administrative Services available on the East Campus, the following improvements have been implemented:

- Starbucks is open until 7:30 p.m. to accommodate evening students with drinks and cold food products. A hot dog vendor sells hot foods and drinks from 3:00 p.m. until 7:30 p.m. Monday through Thursday during fall and spring semesters. Additional vending machines have been added to the Student Center and the Morris Building.
- Two Scantron vending machines have been installed in the Student Center to ensure that testing materials are readily available to students.

- The Cashier's Office sells both county and city bus passes to students and is open late until 7:00 p.m. Monday and Tuesdays through the first month of each semester.
- Currency changing machines are available in the Student Center and the Library.

Analysis of Results Achieved to Date:

1. Based on the Services Accessibility Survey, the College learned that most students believe services are accessible but that with greater student awareness of services and an increase of staff during peak periods that service access and delivery would improve. Adjustments to the hours of operation for services, such as the library, computer lab, counseling, and tutoring, were made, and a comprehensive plan to market services to students was developed. Several staff members have been added or relocated to West Campus.
2. Interviews of program administrators affirmed the student survey findings, which identified a need for greater student awareness of services and the need for additional staff.
3. As part of the student services program review process, over 3,000 students participated in an online survey. The quantitative data relative to question one indicated that students were overwhelmingly satisfied with the hours of operation and felt services met their needs. However, the qualitative data gathered from students and staff indicated the need to increase the awareness of services available to students.
4. The data comparing student attendance on East and West Campuses indicate that about one-third of the students attend both campuses and that about half of the students are exclusively enrolled on East Campus compared to 14% exclusively enrolled at West Campus. The data verifies that services located on East Campus are directly accessible to the three-quarters of the students on the campus where they take at least some of their classes. Accommodations for students exclusively on West Campus include the increased access to services online, an increase in the shuttle service between the two campuses, and some services offered onsite at West Campus.
5. The chart of operation for student and learning support services indicates that most areas increased their access to students in the past three years.

In some cases on the East Campus, student access was reduced by staff reassignment to expand services on the West Campus.

6. The discussions held in College Council, the Instructional Administrators' Council, and Student Services Council provided direction to the College to focus on staffing and resources linked to the planning and budget process.
7. Given the proximity of the College's two campuses and students' use of the shuttle service, the College determined that no compelling need exists to duplicate services and programmatic options in their entirety at both campuses. The number of students who ride the bus has steadily increased over the past two years. Since the inception of the shuttle service in Fall 2006, student ridership has grown from 8,833 student trips to 24,728 student trips, an increase over a two-year period of almost 300 percent. This increase in ridership confirms the usefulness of the service during the daytime hours of operation.

On two occasions during the first week of Fall 2008, students were denied seats on the shuttle because the bus was at capacity. The College will work with the district's transportation department to have a "floater" bus on standby for peak times. In addition, new "used" buses will be purchased in November 2009 in order for the district to meet the new air pollution regulations set forth by the California Air Resources Board. These new "used" buses will add an additional 12 seats and 8 standing-room only spots per bus to meet the increased student demand.

8. Modesto Junior College implemented a compressed calendar in Fall 2002 with 16-week primary terms and a 15-week summer session. In this conversion, college-wide adherence to standardized start times for scheduling classes unraveled. A strategy to return to standardized time blocks for the sake of students was developed by a task force that included deans, faculty, and division staff who came together in Spring 2007. After college-wide review of the recommendations, the Vice President of Instruction notified staff, via email in October 2007 and at a November 2007 meeting with the Academic Senate, of the College's commitment to changing scheduling and hence better serving students. In Fall 2008, the block schedule for primary terms was adjusted so that each instructional area now schedules three-unit lecture classes and one-unit laboratory sessions following the College-established blocks. Scheduling blocks start at 8 a.m. on the East Campus and 8:30 a.m. on West Campus. Evening classes for both campuses start at either 6 p.m. or 6:30

- p.m. Any scheduling of classes outside of the blocks requires review and approval from the Office of Instruction.
9. Recognizing the need for internal marketing, the College focused its efforts on notifying students of service availability, hours of operation, and location, as evidenced by the range of activities implemented in Spring and Fall 2008.
 10. To accommodate the increase in students at the newer West Campus, two administrators and several support staff were transferred or added to West Campus in Fall 2008, joining the administrator and several staff members reassigned to this location in Fall 2005:
 - To provide student development and campus life services, a Director of Student Development and Campus Life, a Program Representative I, and a Student Services Technician were transferred;
 - To provide counseling and accommodation support, a Disabled Student Programs and Services High Tech Specialist, an Extended Opportunity Programs and Services Program Representative I, and adjunct counselors were transferred or added;
 - To provide access to an instructional administrator to address concerns in a timely manner, the Dean of Instructional Services and his administrative assistant were transferred;
 - To provide access to instructional support and tutoring with faculty presence, three full-time mathematics faculty members and a mathematics instructional assistant were transferred or added.
 11. The College is committed to the use of technology to increase student outreach and access to services. Students have responded to these innovations by taking advantage of the available opportunities. For example, online advising has increased from 232 students in 2005-2006 to over 1400 as of August 2008.
 12. During 2006-2007, a convenience store and cafeteria operated for comparable hours on both East and West Campuses. Due to the lower student population on West Campus, this option was not supported by the results, an operating loss of \$45,814. In 2007-2008, services on West Campus were reduced to a convenience store, a Starbucks Cart, and

cafeteria from 7:30 a.m. to 2:00 p.m. The three operations on West Campus finished the year with the following operational gain/loss: cafeteria: \$9,557 gain; Starbucks Cart: \$3,236 loss; and convenience store: \$4,872 gain. This schema for restoring services to students will continue for the 2008-2009 fiscal year.

Scantron vending machine sales began in September 2003 on East and West Campuses with a total of 11,112 items sold for the 2003-2004 fiscal year. On June 30, 2008, a total of 25,934 items had been sold in 2007-2008. This increase of 14,822 items since the program began indicates that students are taking advantage of this means of providing access to services on the East and West Campuses.

Additional plans that have been developed:

- The *Academic Senate Discourse Fall 2008* with a focus on the distribution of student support services on the East and West Campuses will be distributed college-wide in November 2008.
- The implementation of an online student orientation program will be in place with the completion of the new campus website anticipated by the end of Fall 2008.
- The new Student Services Building on the East Campus, expected to be completed in 2011, will centralize a number of services that are now dispersed across the East Campus:
 - Disabled Student Programs and Services, Extended Opportunity Programs and Services, Counseling, Admissions, Records, Evaluations, Transcripts, Financial Aid, Welcome Center, and Veteran Services will all be housed within the new Student Services Building.
 - Health Services and the Office of Student Success and Special Projects will be located in the Morris Memorial Building with the Office of Pre-College Programs.
 - The Career Development/Transfer Center will remain in the Library/Learning Resource Center.
 - The International Student Program, Alternate Media Services Center, and the Office of Student Development and Campus Life (Associated Students of Modesto Junior College) will remain in the Student Center.

This centralization and clustering of services promise to provide easier student access whether students are taking the majority of their classes on East or West Campus.

Evidence:

[Recommendation I Task Force Minutes](#)

[Services Accessibility Survey](#)

[Services Accessibility Survey Methodology](#)

[Selected Course Sections for Administration of the Survey](#)

[Services Accessibility Survey Results from Student Responses](#)

[Services Accessibility Survey Results from Interviews of Program Managers](#)

[Analysis of Individual Management Responses to the Services Accessibility Survey](#)

[Summary Report of Services Accessibility Survey](#)

[Chart from the Office of Research and Planning Describing East and West Enrollments](#)

[Chart of Hours of Operation Comparing East and West Campus from 2005 to 2008](#)

[Shuttle Bus Schedule](#)

[Schedule of Classes from Fall 2008](#)

[Temporary Directional Signage](#)

[Directional Signage Proposal and Photos from Student Development and Campus Life](#)

[*Student Services Programs and Services Binder 1*](#)

[*Student Services Programs and Services Binder 2*](#)

[Instructional Administrator Council Minutes Referencing Information Tables and Schedules, Summer 2008](#)

[Photos of the Inside of the Shuttle](#)

[Photo of West Campus Banners](#)

[Announcement of Student Services Fair](#)

[Student Services Program Review Report](#)

[District Email Access for Students](#)

[Online Advising Chart](#)

[Chart of Online Guidance Courses](#)

[Bookstore Online Purchase Webpage](#)

[Admission & Records Forms Webpage](#)

[StartSmart Brochure/Advising Press Release](#)

[Library Databases, Online](#)

[Scheduling and Reporting System Notification Email](#)

[Academic Status Monitoring Process](#)

[Counseling Status Letter, Online](#)

Recommendation 2:

The team recommends that the College develop, implement, and assess student learning outcomes to ensure student success in courses, programs, certificates, degrees, and services and use the assessment and analysis for the purpose of improvement. (IB. 1,5,6,7; IIA. 1,2,3,7; IIB, IIB.4, and Eligibility Requirements 8 and 10)

Progress:

Abundant dialogue has ensued among departmental colleagues where work on course-based student learning outcomes and Student Services student learning outcomes has proven to be intense. Faculty and administrative teams, in collaboration with the Research Office, are building a culture of evidence for the institution, one which finds Modesto Junior College, in the context of its long history and comprehensive mission, becoming more learning-focused on program and degree outcomes, which will improve student achievement over time.

The College has taken twelve actions in response to Recommendation 2:

1. In 2006, a Student Learning Outcomes Committee was convened by the Academic Senate to study this new initiative for the College; it mounted a website containing the following items:
 - a literature search on the topic;
 - samples of outcomes;
 - lessons in writing objectives, using assessment tools, analyzing outcomes, and reporting evidence;
 - workshop schedules and participant lists;
 - information about accreditation; and
 - a membership list of the Student Learning Outcomes Committee.

The Student Learning Outcomes Committee conducted over 30 workshops, trainings, and discussion sessions, which were attended by over 400 college employees.

2. In Fall 2007, two faculty members attended the Academic Senate Plenary Conference as well as the Student Success Conference to gather updated information on student learning outcomes and report back to colleagues.

3. In November 2007, facilitators from the Higher Education and Evaluation Research Group trained faculty and administrators at on-campus workshops on how to develop and assess student learning outcomes.
4. In 2006-2007, Student Learning Outcomes Projects were developed in English 50, Psychology 101, the mathematics sequence, and humanities courses from California State University General Education (CSU-GE) and Intersegmental General Education Transfer Curriculum (IGETC) Transfer Patterns. The faculty leading these projects presented an overview at the October 10, 2007 Yosemite Community College District Board of Trustees meeting.
5. In 2007-2008, the Mathematics Department began submitting annual assessments of their student learning outcomes.
6. In Spring 2008, the organizational structure for leading the College's work on student learning outcomes was revised. A Student Learning Outcomes Coordinator was selected to guide the College's progress in this endeavor and to represent the issues of student learning outcomes on the new Accreditation/Institutional Effectiveness Committee.
7. The Student Learning Outcomes Coordinator presented an update on the progress of student learning outcomes to the Yosemite Community College District Board of Trustees at the June 2008 meeting.
8. Five faculty members attended the Curriculum Institute in July 2008 to study student learning outcomes and bring new information to colleagues.
9. In Fall 2008, the College implemented CurricUNET, an online course management system, which requires the insertion of student learning outcomes for each course in the catalog.
10. In Fall 2008, the student learning outcomes in Student Services will include an assessment tool for each student learning outcome; every unit is currently collecting data to support these assessments. Evidence of Student Services' contributions to student learning is incorporated into the Student Services Program Review.
11. Faculty developed or refined course-level measurable student learning outcomes during the Spring and Summer 2008 semesters as prompted by the review of the College's progress compared to the Accrediting Commission for Community and Junior Colleges *Rubric for Evaluating*

Institutional Effectiveness – Part III: Student Learning Outcomes. The Student Learning Outcomes Coordinator has developed a *Student Learning Outcomes Matrix 2008-2009*, which tracks the development of course-level student learning outcomes by each instructional division and in Student Services.

12. In Fall 2008, the College began requiring all faculty members to incorporate student learning outcomes in their syllabi.

Analysis of Results Achieved to Date:

1. Training must be ongoing to be effective. The initial workshops launched the process of developing student learning outcomes at Modesto Junior College. To ensure that new faculty and staff are included and to provide assistance on assessment, a schedule of workshops for 2008-2009 is being developed.

Student learning outcomes are housed on the College's accreditation web page. Additionally, student learning outcomes are included on course syllabi, which are located in the instructional division offices; Student Services student learning outcomes are located in the Student Services division offices. Student Services has developed student learning outcomes for all of its services and included them in program reviews

2. The state Academic Senate has played an integral role in leading the College's efforts to develop student learning outcomes. College representatives attended the Academic Senate Plenary Conference in 2007 and 2008 and the Student Success Conference in 2008 to gather updated information on student learning outcomes and report back to colleagues. This faculty participation in state activities related to student learning outcomes serves to keep the College informed about current developments and resources available to assist in the crafting of student learning outcomes at the course, program, and institution levels.
3. In July 2007, twelve Academic Senate leadership members attended a three-hour training provided by the Higher Education and Evaluation Research Group. Additional three-hour training was held for division deans outlining their role in leading the development of student learning outcomes at the division level. Twenty-five faculty and staff attended the on-campus workshop presented by facilitators from the Higher Education and Evaluation Research Group in Fall 2007. The workshop provided at-home training on the development of assessment strategies for student

learning outcomes, as well as offering a venue for dialogue among departmental colleagues.

As a result of all the training provided on-site at Modesto Junior College, a majority of course-level student learning outcomes for courses offered this fall have been developed, as well as 100% of Student Services unit student learning outcomes. These are posted on the Modesto Junior College Accreditation Website.

4. The student learning outcomes of 2006-2007 serve as models for other faculty and staff in the development and assessment of student learning outcomes.
5. In 2005, the Mathematics Department initiated a process focused on student learning outcomes and success in the math sequence of courses, incorporating detailed research and analysis of student placement using Accuplacer and subsequent student learning success through the math sequence. Additionally, analysis of Accuplacer test results, professor assessments of student preparedness, curriculum alignment, relationship between final grades, and the method of entering a math class in the sequence were conducted.

Following an evaluation of the research data, the Mathematics Department in 2006, as described in their *Spring 2006 Modesto Junior College Math Department Student Learning Outcomes Report*, recommended that the math cut scores be raised. The Mathematics Department continues its annual assessment of student success by reviewing student learning outcomes. A detailed description of their work is provided in the evidence file.

6. The Student Learning Outcomes Coordinator provided a training session as part of Fall 2008 flex activities; the workshop was attended by 30 faculty members. The focus for the Student Learning Outcomes Coordinator in the coming year is to provide support for moving from student learning outcomes development to the assessment of those students learning outcomes and to develop processes for evaluating the College's student learning outcomes.
7. Presentations of the College's progress in the development of student learning outcomes at the Yosemite Community College District Board of Trustees meetings in October 2007 and June 2008 informed the board; staff, faculty, administrators, and students at the College; and members of the community about the College's status in the development of student

- learning outcomes and future plans to move into assessment processes for evaluating student learning outcomes. The Yosemite Community College District Board of Trustees' reaction to the presentation was positive as noted in the October 11, 2007 minutes.
8. A summary of the July 2008 Curriculum Institute was presented at the August 4, 2008 Instructional Administrators' Council meeting.
 9. The CurricUNET course management system promises to connect curriculum, program review, and the development of student learning outcomes. Training for faculty and staff on this new software was conducted in early Fall 2008, and implementation commenced Fall 2008.
 10. Student Services areas have developed student learning outcomes for all student service units and will assess these as part of program review to inform divisional planning.
 11. The course-level student learning outcomes development tracking grid measures the College's progress in the development of student learning outcomes and serves as an accountability measure to readily identify any area that needs attention.
 12. A new Board Policy requiring the distribution of syllabi to students prompted the Academic Senate President to notify faculty in Fall 2008 that the syllabi are to include student learning outcomes. The Office of Instruction followed up by directing division deans to insure that syllabi submitted to the division offices included course-level student learning outcomes. The division deans report a high level of compliance.

Additional Plans That Have Been Developed:

- Each semester, the Vice President of Instruction and the Academic Senate President will remind faculty to provide their students with a syllabus that includes course student learning outcomes.
- In Spring 2009, the Accreditation/Institutional Effectiveness Committee and the Research Office will produce and distribute a status report documenting the year's progress on the development and assessment of student learning outcomes.
- By Spring 2009, the Accreditation/Institutional Effectiveness Committee will develop and distribute a timeline for the completion of student learning

outcomes at the level of programs, certificates, and degrees, as well as for completion in administrative offices.

- The Accreditation/Institutional Effectiveness Committee will develop policies and procedures for institutionalizing the assessment and improvement of student learning outcomes across the College.
- By 2009, the catalog will include program/degree student learning outcomes.
- The Student Services model and instruction model for student learning outcomes development and assessment will be integrated during 2008-2009.
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Evidence:

[Student Learning Outcomes Committee Membership, 2006](#)

[Academic Senate Minutes Regarding Student Learning Outcomes Committee and Student Learning Outcomes Development, 2006](#)

[Student Learning Outcomes Website: *http://www.mjc.edu/slo/* \(note: Due to Personnel Changes the Website has not been updated since 2007\), 2006](#)

[Training Materials, Training Attendance Records, 2006](#)

[Student Learning Outcomes Committee Meeting Minutes, 2006](#)

[Academic Senate President's Fall 2008 Letter to Faculty, Fall 2008](#)

[Instructional Administrators' Council, Minutes, August 4 2008](#)

[Fall Institute Day Program 2008, Faculty Training Schedule, Fall 2008](#)

[Fall Institute Day 2008, PowerPoints and Videotape, Fall 2008](#)

[Academic Senate Resolution and Meeting Minutes about Student Learning Outcomes](#)

[College Council Meeting Minutes where Student Learning Outcomes were Discussed](#)

[President's Cabinet Meeting Minutes](#)

[Student Learning Outcomes Matrix 2008-2009](#)

[Student Services Assessment Models](#)

[Instructional Program Review Template 2008-2009](#)

[Instructional Administrators' Council, Minutes, Spring 2008](#)

[Division Meeting Minutes where Syllabi and Student Learning Outcomes were Discussed](#)

[Curriculum Committee, Minutes Available Online, Fall 2007-Spring 2008](#)

[Student Learning Outcomes Coordinator, Presentation of the Progress on Student Learning Outcomes to the Yosemite Community College District Board, June 2008](#)

[Yosemite Community College District Board of Trustees Agenda, June 2008](#)

[Student Learning Outcomes Coordinator Job Description, Academic Senate Minutes, Spring 2008](#)

[Accreditation/Institutional Effectiveness Committee Membership List and Charter, Academic Senate Minutes, September 2008](#)

[Curriculum Institute Attendee List for 2007](#)

[Curriculum Institute Attendee List for 2008](#)

[Curriculum Institute Agenda for 2007](#)

[Curriculum Institute Agenda for 2008](#)

[Instructional Administrators' Council, Minutes on Report on Curriculum Institute by Attendee/s, August 2008](#)

[*Spring 2006 Modesto Junior College Math Department Student Learning Outcomes Report*](#)

[Student Services' Student Learning Outcomes Assessments](#)

[Student Learning Outcomes Update to Yosemite Community College District Board of Trustees, October 10, 2007](#)

[Yosemite Community College District Board of Trustees Meeting, Minutes, October 2007](#)

[Higher Education and Research and Evaluation Group Training Materials](#)

[List of Training Attendees' Names to Higher Education and Research and Evaluation Group \(July and November 2007\)](#)

[Faculty Attendee List for the Academic Senate Plenary Conference 2007, Fall 2007](#)

[Academic Senate Plenary Conference Agenda, Fall 2007](#)

Recommendation 3:

The team recommends that the College develop a policy to require that all students be given course syllabi at the beginning of classes each term. (IIA.6)

Progress:

All members of the college community have come to understand the importance of student learning outcomes. Insofar as clearly articulated goals are central to institutional effectiveness, so too are measurable outcomes, as enunciated by instructors in their own syllabi, key to assessing student learning and evaluating student effectiveness. What's more, syllabi are recognized as another example of institutional integrity in that they represent a contract between students and their teachers.

The College has taken the following actions in response to Recommendation 3:

1. The Academic Senate passed a resolution in March 2005 calling for the formation of an Ad Hoc Task Force charged with developing guidelines for syllabi. The work of the Ad Hoc Task Force was completed August 2005, and the guidelines are now available on the Senate website and are distributed to new faculty at the adjunct and full-time orientations each academic term. In addition to the traditional components of syllabi, unique features of these guidelines are the inclusion of student learning outcomes and access information for student support services.
2. In Fall 2007, the Vice President of Instruction and the Academic Senate President initiated the practice of sending a memorandum to all faculty members at the beginning of each semester notifying them that syllabi are to be provided either electronically or in hard-copy to the division offices.
3. The Yosemite Community College District Board of Trustees approved a board policy (Yosemite Community College District Board Policy 6225-Syllabus) on August 13, 2008, which states, "The Chancellor shall establish procedures to ensure that all Yosemite Community College District students are provided with either a written syllabus or electronic version during the first week of classes." Specific procedures to implement this board policy will be developed by the Academic Senate by Spring 2009.
4. Guidelines for the faculty syllabi appear on the Academic Senate's website.

5. Flex activities and departmental workshops on syllabi construction and Student Learning Outcomes were offered during Fall 2007 and Fall 2008 flex day sessions.
6. Instructional deans present expectations regarding syllabi to their departmental faculty twice a year and maintain divisional inventories.

Analysis of Results Achieved to Date:

1. Instructional deans report a high level of compliance with Yosemite Community College District Board Policy 6225- Syllabus.
2. Response to emails sent out to faculty at the beginning of each academic term has been favorable. At the April 9, 2008 Academic Senate President's report to the Yosemite Community College District Board of Trustees meeting, trustees noted the College was making great strides towards compliance with this accreditation recommendation.
3. The Academic Senate appointed a work group to develop the procedures necessary to implement the new board policy. This group will present a draft to the college community in Spring 2009.
4. Information on how to access the faculty syllabi guidelines is provided during the full-time and adjunct orientations at the beginning of each academic term.
5. The workshops held during the Fall 2007 and Fall 2008 flex day sessions were well-attended by faculty. Feedback from faculty was so positive that an additional workshop is scheduled for Spring 2009.
6. The deans' agendas for division meetings include reference to the requirement to distribute syllabi.

Additional plans that have been developed:

- Modesto Junior College faculty will participate in the Academic Senate work group that will develop implementation strategies for the Yosemite Community College District Board Policy 6225- Syllabus.
- In order to facilitate student access, deans are beginning to post syllabi online.

Evidence:

[Modesto Junior College Academic Senate Guidelines for Syllabi](#)

Memorandum Distributed each Semester:

[Spring 2008](#)

[Fall 2008](#)

[Syllabi Available Online for each Course](#)

[Yosemite Community College District Board of Trustees Policy 6225](#)

[Yosemite Community College District Board of Trustees Meeting Minutes, April 9, 2008](#)

[Institute Day Faculty Breakout Sessions, Fall 2007](#)

[Institute Day Faculty Breakout Sessions, Fall 2008](#)

[Participant Response Form for Syllabi Workshop, Fall 2008](#)

Recommendation 4:

The team recommends that the College develop a planning initiative to address issues of staffing, support services, and programs on the East and West Campuses. (IB.2; IB.3; IB.4; IB.6; IIB; IIB.3a; IIIA.2; IIIC.1a,b,c) Note: This recommendation was also given to the College by the previous accreditation team (prior Standard 4A.4).

Progress:

A college-wide planning initiative is underway and will, for the first time, inform decisions of staffing, support services, and programs offered to students at East and West Campuses. In the future, Modesto Junior College is dedicating itself to a process of planning, involving broad-based input from stakeholders in a cycle that sees the allocation of resources aligned with the prioritized, learning-centered goals which governance bodies establish. Keys to its success are collaboration across all segments of the College and data-driven decision making, both of which are beginning to be woven into the fabric of the institution and are witnessed in patterns of behavior associated with issues of East and West Campuses.

Planning for services and instruction at two sites in close proximity poses unique challenges. To describe clearly the planning which occurred on multiple tracks during the same semester, the following description is divided into three parts: Facilities Plan, Instructional and Student Services Plans, and Other College and Central Services Plans.

Part One: Facilities Plan

1. The *Modesto Junior College Facilities Master Plan 2007-2013* identifies the placement of facilities on the college's two sites. 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.
2. Based on the *Modesto Junior College Facilities Master Plan 2007-2013*, project teams consisting of college administrative, faculty, and support staff members; district personnel; and students are developing

programmatic designs for the construction of new buildings as well as the renovations and/or improvements of current facilities. They report their recommendations to the Facilities and Capital Construction Advisory Committee, co-chaired by the Vice President of College Administrative Services and an Academic Senate appointed faculty member. Each current project committee is also represented on the Facilities and Capital Construction Advisory Committee.

Part Two: Instructional and Student Services Plans

Following the construction and renovation decisions made in the *Modesto Junior College Facilities Master Plan 2007-2013*, dialogue on how to correspond instruction and student services programs with these decisions began. A key factor in these deliberations is the analysis of how students currently use the West Campus. The College began offering classes at this site in the Fall 1974. In Fall 2007, the College researched the number of students taking classes on both campuses in addition to those only taking classes on either East or West Campus. The unduplicated headcount indicated that 46.3% (8,907) of Modesto Junior College students enrolled exclusively on the East compared to 14.8% (2,849) of students who enrolled exclusively in classes on the West site. The College had 31.6% (6,090) who took classes at both sites. The remaining students (7.3%) were enrolled exclusively at other sites.

Instructional Planning for West Campus:

A task force reviewed the history of class offerings, the distribution of students across the two sites, differences/similarities in the students' educational goals at the two sites, and the results of the Services Accessibility Survey (described below). To integrate educational planning with facilities usage and plans, the Research Office prepared *Measure E Construction Impact on Division, Fall 2008 to Spring 2013*. This document was also used by the task force to develop programmatic decisions. The task force prepared a draft distribution of instructional programs across the two sites. In Spring 2008, this proposal was circulated college-wide and discussed thoroughly in each area that would be affected. Based on broad feedback, programmatic decisions were finalized, some to be immediately implemented in Fall 2008, and the remainder to be implemented in Spring 2009.

In addition to the distribution of instructional programs across the two college sites, a challenge to be resolved was the issue of scheduling

classes. Modesto Junior College implemented a compressed calendar in Fall 2002 with 16-week primary terms and a 15-week summer session. In this conversion, college-wide adherence to standardized start times for scheduling classes unraveled. A strategy to return to standardized time blocks for the sake of students was developed by a task force that included deans, faculty, and division staff who came together in Spring 2007. After college-wide review of the recommendations, the Vice President of Instruction notified staff, via email in October 2007 and at a November 2007 meeting with the Academic Senate, of the College's commitment to changing scheduling in order to better serve students. In Fall 2008, the block schedule for primary terms was adjusted so that each instructional area now schedules three-unit lecture classes and one-unit laboratory sessions following the College-established blocks. Scheduling blocks start at 8 a.m. on the East Campus and 8:30 a.m. on West Campus. Evening classes start at either 6 p.m. or 6:30 p.m. on both campuses. Any scheduling of classes outside of the blocks requires review and approval from the Office of Instruction.

Student Services Planning for West Campus:

On February 2, 2008, a task force formed to address the distribution of student services on East and West Campuses began meeting. They determined that a survey would be an effective way to evaluate students' perceptions of the facilities, hours of operation, ease of locating facilities, and physical barriers on East and West Campuses. The survey included open-ended questions giving respondents the opportunity to suggest strategies to make college services more accessible to students. Student leaders administered a survey in 27 randomly selected day and evening sections on East and West Campuses. A total of 417 students responded. The results were distributed to the following stakeholders:

- Individual program managers,
- College Council,
- Student Services Council,
- Instructional Administrators' Council, and
- All members of the college community via the accreditation website <http://www.mjc.edu/accreditation/>.

In March 2008, task force members built on the result of the first survey by conducting individual interviews with the 22 program administrators of the services identified in the survey document. The responses were

compiled, analyzed, and then summarized in a report distributed to the groups identified above.

Also in Spring 2008, each student support service area participated in Program Review. One of the questions gauged satisfaction with the hours of operation on the East and West Campuses. In September 2008, the results of programs reviewed were distributed in the *Student Services Program Review Report*.

Implementation of Instructional and Student Services Plans:

1. To coordinate the schedule of classes in patterns that best meet the needs of students and to align those schedule patterns with the shuttle service, scheduling was changed in Fall 2008, and now allows a 30-minute passing time between the two campuses.
2. Following the review of student data in order to better analyze the effects of bond construction and/or renovation on student enrollment and instructional program review, the Office of Instruction prepared a matrix showing the building locations of each instructional program that currently exists as well as the proposed locations five years out.
3. The hours of operation for services such as library, computer lab, counseling, and tutoring were adjusted.
4. A comprehensive plan to market services to students was developed and implemented in Spring and Fall 2008.
5. In addition to the faculty and staff relocated to West Campus in Fall 2005 to support the programs offered at that site, other administrative, faculty, and support staff members were reassigned to the West Campus in Fall 2008, and four additional staff will be relocated in Spring 2009.
6. In addition to accommodating the faculty and staff assigned to the West Campus, the College is actively introducing East Campus faculty, staff, and students to the facilities and staff on the West Campus:
 - The Curriculum Committee meets twice a month on the West Campus, and the faculty co-chair conducts curriculum training sessions at an office on West Campus.

- Instructional Administrators' Council and Student Services Council conduct meetings on both sites during the academic year.
- Many instructional and student services divisions and departments with faculty and staff on both campuses alternate meetings and workshops on both campuses. The Mathematics, Technical Education, and Agricultural Departments are among those areas. Student Development Program Representatives hold meetings on West Campus each fall semester and on East Campus each spring semester. The Extended Opportunity Programs and Services Program Representatives held meetings on West Campus in Spring 2007, and the Disabled Students Programs and Services Specialists held meetings on West Campus in Fall 2007.
- Freshman orientation (Start Smart) was held on West Campus in Summer 2007 and Summer 2008.
- Faculty orientation for all new permanent and temporary full-time faculty includes a tour of both campuses as well as a luncheon at the Mary Stuart Rogers Student Center on West Campus. New part-time faculty members receive maps and information about services available for faculty teaching on both campuses.
- The Student Learning Outcomes Coordinator keeps her primary work space on West Campus but holds office hours on both sites and online.

Part Three: Other College and Central Services Plans

Following the decisions about construction, renovation, and programs, the College and Central Services took these steps to support students:

1. A free shuttle service began in Fall 2006, traveling the 2.5 miles between the two sites every 30 minutes from 7 a.m. to 5:30 p.m. Monday through Thursday. This solution has proven so popular with students that a second shuttle was added in Fall 2007, and service between the two campuses is now available every 15 minutes from 7 am to 5:30 p.m. Monday through Thursday. Reduced on-campus

parking rates for West Campus were initiated in Fall 2006 as an incentive for students to take advantage of this shuttle service.

2. The West Campus Pirates' Bookstore hours will be adjusted in the 2009/2010 fiscal year and will remain open Monday through Thursday 7:30 a.m. to 6 p.m. and Friday 7:30 a.m. to 3 p.m. on the West Campus; these are the same hours as the East Campus Pirates' Bookstore.
3. The Mary Stuart Rogers Student Center on West Campus opened in Fall 2005 and offers both food services and a convenience store during fall and spring semesters. A Starbucks Cart opened Fall 2006 and serves hot and cold drinks from 7:30 a.m. to 11:30 a.m. Monday through Thursday during fall and spring semesters.
4. Vending machine services supplement these offerings and hours, including a Scantron vending machine at Yosemite Hall for students to obtain testing materials when the bookstore is closed. An ATM machine and change machine were installed in 2005 and in 2008 respectively in the Mary Stuart Rogers Student Center.
5. The College and the District collaborate on plans to fill staffing needs in the areas of human resources, instructional technology, facilities, and custodial services on the East and West Campuses. At the Chancellor's Cabinet in June 2008, the Chancellor directed each area at the district to provide the College with long-range plans for staffing on the two college sites. To facilitate completion of this task, the Research Office provided each district administrator with an analysis of the *FTES (Full-Time Equivalent Students)/Enrollment Projection Impacted by Measure E Construction and Renovation Projects*.
6. In August 2008, Project Green, a college group comprised of faculty, administrators, and classified staff, submitted a Beverage Container Recycling Grant to the state Department of Conservation. The grant is a collaboration of the Project Green team, the Modesto Junior College Student Environmentalist Club, and the District's Facilities Department. If awarded, the funds will provide for thirty-six new outdoor recycling receptacles at the College (24 on East Campus and 12 on West Campus) as well as fifty-two interior receptacles in thirty-three buildings on both sites.

Analysis of Results Achieved to Date:

Part One: Facilities Plan

1. The *Modesto Junior College Facilities Master Plan 2007-2013* was accepted by the Yosemite Community College Board of Trustees at the August 2008 meeting. The College worked closely with the design team to determine priorities and a plan for three phases of work. Phase I is the work that will be included in the Measure E Bond Program which is currently funded. Phase II is the work that could reasonably be planned for the next twenty years, if funding became available. Phase III provides an outline for the next fifty years. The *Modesto Junior College Facilities Master Plan 2007-2013* has been presented to the college community during two college-wide forums followed by an open question period of two months that invited written comments. The final *Modesto Junior College Facilities Master Plan 2007-2013* presented to the Yosemite Community College District Board of Trustees reflects all the comments received by the stakeholders and is the basis for bond implementation.
2. Open communication and distribution of information related to bond projects will continue to be a focus of the Facilities and Capital Planning Advisory Committee in 2008-2009. Agendas and minutes are distributed college-wide and are posted on the committee's webpage.
3. Forums were held in February and April 2008 regarding the placement of the new Student Services building; the Yosemite Community College Board of Trustees selected the East Campus as the location of the new building in June 2008. Placement of the new Library/Learning Resource Center was discussed at an open forum in September 2008. The College has submitted a Final Project Proposal to the state for this project.
4. The College's executive staff and two faculty from the Academic Senate Executive Board meet bimonthly with the District's bond project managers to be kept informed of all decisions made by each design project team. The teams are committed to honoring the design guidelines for instructional space, which call for all new and remodeled classrooms to have the same technology for faculty use. Minutes from this steering group are posted on the College's website. Through this process, the college executive staff monitors bond construction projects to ensure that decision-making at the design phase is aligned with the College's master plans and strategic plan.

Part Two: Instructional and Student Services Plans

Given the proximity of the College's two sites and students' use of the shuttle service, the College determined that there is no compelling need to create separate, comprehensive colleges at each location; duplicate services and programs are carefully considered and are minimal.

Instructional Planning for West Campus:

The distribution of instructional programs at the two sites is guided by the work completed in Spring 2008, which places programs on East and West Campus for immediate implementation (Fall 2008) and long-term implementation (Fall 2013, following construction of new buildings). This matrix was shared at Student Services Council in September 2008 and integrated with the results from Student Services Program Review and student surveys. Academic Senate reviewed the programmatic decisions also in September 2008; representatives conveyed the information to their constituents for feedback and input. The reviewed and revised matrix was presented to College Council in October 2008. Following discussion, College Council recommended to the President that each instructional program continue to develop these proposed programmatic decisions.

Dialogue on the distribution of programs and services at the two college sites will continue to be a focus in 2008-2009. Each program review of instructional disciplines will include an analysis of course offerings on both campuses and an analysis of the potential for program growth and resultant facilities and staffing needs to accommodate that growth. Class schedules for Spring 2009 ensure that the appropriate transfer-level courses are offered for students on the West Campus.

Student Services Planning for West Campus:

Similarly, initial decisions have been made about the distribution, location, and hours of services at East and West Campuses. The decisions implemented in Spring 2008 and Fall 2008 will continue to be assessed through program review and other measures associated with institutional effectiveness.

Implementation of Instruction and Student Services Plans:

1. It is too soon to assess how scheduling changes affected student access to programs and services on the East and West Campuses. The College will study a number of factors in its assessment: average number of units per student, time conflicts in scheduling, and surveys of both students and staff.
2. The East Campus will continue to be the main location for the Literature and Language Arts Division; Business, Behavioral and Social Sciences Division; and the Arts, Humanities and Communications Division. Each of these divisions project that approximately 25-30% of its courses will be offered on the West Campus. Upon completion of the new Science Community Center, the Science, Mathematics and Engineering Division will offer the majority of its courses on the West Campus. Non-major science classes, as well as mathematics for liberal studies, will continue to be offered at both sites. The Agriculture and Technical Education Division will see an increase in courses on West Campus after the construction of new facilities, but will continue to have a strong presence on East Campus. The Physical, Recreation, and Health Education Division will maintain its presence on both the East and West Campuses based on the current facilities provided, but will reevaluate these locations if the *Modesto Junior College Facilities Master Plan 2007-2013* changes in the future.
3. Prior to the administration of the survey, the Vice President of Student Services had initiated the extension of services to students until 7:00 p.m. Monday through Thursday and on Friday until 5:00 p.m. on the West Campus. The survey supported the decision to extend these hours of operation. The College will continue to adjust service hours of operation and to validate those shifts with student perception surveys.
4. In Spring and early Fall 2008, several activities focused on internal marketing to inform current students about available services, hours of operation, and location of services:
 - a. The Associated Students of Modesto Junior College initiated and funded signage for the East and West Campuses to increase the ease of locating facilities. The proposal for the new

signage was reviewed by a number of college committees before implementation: Student Services Council, Campus Development, Facilities, President's Cabinet, and College Council. In Fall 2008, following discussion at President's Cabinet, portable signs were placed on both campuses to assist students during the first two weeks of school. The signs included "You are here" maps and contact information for further assistance.

- b. A greater number of inserts for the *Programs and Services Binder* was provided to instructors, giving them sufficient materials for distribution to all students in their classes.
 - c. Information tables were staffed from 7:30 a.m. to 6:30 p.m. at the beginning of each semester in high traffic buildings on both the East and West Campuses.
 - d. Advertisements posted in the Modesto Junior College Shuttles apprised students of support services in Financial Aid, Admissions, and Tutoring.
 - e. Banners now hang from light posts throughout the West Campus to inform students about service availability.
 - f. A Student Services Fair was held September 2008 on both East and West Campuses to invite students to take advantage of available services.
5. To accommodate the increase in students at the newer West Campus, two administrators and several support staff were transferred or added to West Campus in Fall 2008, joining the administrator and several staff members reassigned to this location in Fall 2005:
- To provide student development and campus life services, a Director of Student Development and Campus Life, a Program Representative I, and a Student Services Technician were transferred;
 - To provide counseling and accommodation support, a Disabled Student Programs and Services High Tech Specialist, an Extended Opportunity Programs and Services Program Representative I, and adjunct counselors were transferred or added;

- To provide access to an instructional administrator to address concerns in a timely manner, the Dean of Instructional Services and his administrative assistant were transferred;
- To provide access to instructional support and tutoring with faculty presence, three full-time mathematics faculty members and a mathematics instructional assistant were transferred or added.

Faculty offices on West campus are provided for full-time faculty to share when they teach on West Campus, making computers and a private space to meet with students available.

A total of three faculty and staff have been relocated or added to the East Campus:

- Because a review of course offerings showed that the majority (62%) of English classes are taught on the East Campus and that the class offerings did not support the number of full-time English faculty who had been previously located on the West Campus, two English faculty were transferred back to East Campus.
- Because the focus on basic skills instruction is located on East Campus, an English instructional assistant was transferred.

6. Meetings on West Campus are becoming common-place and will continue.

Part Three: Other College and Central Services Plans

1. The number of students who ride the bus has steadily increased over the past two years. Since the inception of the shuttle service in Spring 2006, student ridership has increased from 8,833 student trips to 24,728 student trips – almost 300 percent growth over a two-year period. This increase in ridership confirms the usefulness of the service.

On two occasions during the first week of Fall 2008, students were denied seats on the shuttle because the bus was at capacity. The College will work with the district's transportation department to have a "floater" bus on standby for peak times. In addition, more buses will be purchased in November 2009 to facilitate the district meeting the new air pollution

regulations set forth by the California Air Resources Board. These additional buses will add at least 12 seats and 8 standing-room only spots per bus.

2. In order to make the availability of services more independent of the specific site, the College has expanded and improved the purchasing of books online. Students can now purchase most of their books online. This service has been available for students since 1999.
3. During 2006-2007, a convenience store and cafeteria operated for comparable hours on both East and West Campuses. Due to the lower student population on West Campus, this option was not supported by the results, an operating loss of \$45,814. In 2007-2008, services on West Campus were reduced to a convenience store, a Starbucks Cart, and cafeteria from 7:30 a.m. to 2:00 p.m. The three operations on West Campus finished the year with the following operational gain/loss: cafeteria: \$9,557 gain; Starbuck Cart: \$3,236 loss; and convenience store: \$4,872 gain. This schema for restoring services to students will continue for the 2008-2009 fiscal year.
4. Scantron vending machine sales began in September 2003 on East and West Campuses with a total of 11,112 items sold for the 2003-2004 fiscal year. By June 30, 2008, a total of 25,934 items had been sold in 2007-2008. This increase of 14,822 items since the program began indicates that students are taking advantage of this means of providing access to services on the East and West Campuses.
5. In August 2008, the District Chancellor provided the College with staffing plans for human resources, instructional technology, facilities, and custodial services. In addition, the College's interim Vice President of Administrative Services developed a staffing plan for the bookstore and food services. The implementation of these plans promises to provide the necessary infrastructure to serve the two campuses effectively. These staffing plans will be implemented gradually over the coming year as funding permits.
6. The fact that the Beverage Container Recycling Grant was written to accommodate East and West Campuses is evidence of the College's commitment to provide equitable services to both college sites.

Additional Plans That Have Been Developed:

- In Spring 2009, Instructional Administrators' Council, Student Services Council and the President's Cabinet will assess the effectiveness of the current plan for East and West Campuses and will adjust programmatic options and services as needed for the 2009-2010 academic year. One goal of this review is to develop scheduling patterns that make General Education and Intersegmental General Education Transfer Curriculum (GE/IGETC) course offerings available to students at both sites.
- In Fall 2008, the Mathematics Department will open a Mathematics Tutoring Drop-in Center on West Campus. In addition, the Writing Center and the Center for Learning Assistance will increase the number of hours of operation on West Campus.

Evidence:

[Modesto Junior College Facilities Master Plan 2007-2013](#)

[Yosemite Community College District Board of Trustee Minutes, August 2008](#)

[Facilities and Capital Construction Advisory Committee Webpage: Membership List, Agendas, Minutes](#)

[President's Cabinet Minutes, Modesto Junior College Facilities Master Plan 2007-2013](#)

[College Council Minutes, Modesto Junior College Facilities Master Plan 2007-2013](#)

[Unduplicated Headcount Enrollment by Location, Fall 2007-2008](#)

[Summary of Student Services Accessibility Survey, Spring 2008](#)

[Matrix of Measure E Construction Impact on Division, Fall 2008 to Spring 2013, Office of Research and Planning](#)

[Summary of Instructional Program Locations, East and West Campuses](#)

[Student Services' Council Minutes, East and West Instructional Programs, September 2008](#)

Academic Senate Minutes, East and West Instructional Programs, October 2008

[College Council Minutes, East and West Instructional Programs, September 2008](#)

[Instructional Administrators' Council Minutes, Scheduling Task Force, September 2007](#)

[Vice President of Instruction Email, Block Scheduling, November 2007](#)

[Academic Senate Meeting Minutes, Block Scheduling, November 2007](#)

[College Council Minutes, Results of Student Services Accessibility Survey, Spring 2008](#)

[Student Services Program Review Template](#)

[Curriculum Committee Webpage, Meeting Schedule, 2008-2009 Academic Year](#)

[Instructional Administrators' Council Minutes, Meeting Schedule, August 2008](#)

[Student Services Council Minutes, Meeting Schedule, August 2008](#)

[Smart Start Brochure, Summer 2007](#)

[New Faculty Orientation Agenda, Fall 2008](#)

[New Adjunct Faculty Orientation Agenda, Fall 2008](#)

[Student Learning Outcomes Webpage, Coordinator's Office Hours, 2008-2009](#)

[Prime Shine Shuttle Webpage, Modesto Junior College](#)

[Shuttle Bus Schedule](#)

[Transportation Department Spreadsheet on Shuttle Use and Cost, Fall 2008](#)

[West Campus Bookstore Hours, Fall 2008](#)

[Administrative Services Report, Food Services, Fall 2008](#)

[Administrative Services Report, Vending Machines, Fall 2008](#)

[Yosemite Community College District Strategic Plan, 2007-2012](#)

[Facilities/Custodial Staffing Plan, 2008-2013](#)

[Human Resources Staffing Plan, 2008-2013](#)

[Instructional Technology Staffing Plan, 2008-2013](#)

[Project Green Webpage: Committee Membership](#)

[Department of Conservation: Beverage Container Recycling Grant Proposal, August 2008](#)

[President's Email to College Community, Student Services Building, April 2008](#)

[Chancellor's Email to College Community, Student Services Building, May 2008](#)

[Measure E Bond Updates, Modesto Community College Webpage](#)

[Yosemite Community College District Board of Trustee Minutes, Student Service Building Decision, June 2008](#)

[Modesto Junior College Measure E Steering Committee Minutes, June 2008](#)

[Design Guides for SMART Classrooms](#)

[Instructional Administrators' Council Minutes, East and West Campus: April, May, June, July 2008](#)

[Instructional Administrators's Council, Minutes on Strengths, Weaknesses, Opportunities, and Threats \(SWOT\) Analysis of Educational Programs, Spring 2008](#)

[Instructional Administrators' Council, Minutes on Room Utilization Charts, Spring 2008](#)

[*Instructional Program Review Template, 2007-2008*](#)

[*Campus Development Committee Minutes, Associated Students of Modesto Junior College Signage Proposal*](#)

[*College Council Minutes, Associated Students of Modesto Junior College Signage Proposal*](#)

[Photographs of Portable Signage on East and West Campuses, Fall 2008](#)

[*Student Services Programs and Services Binder 1*](#)

[*Student Services Programs and Services Binder 2*](#)

[Student Services Fair Material, September 2008](#)

[*English Department Program Review, 2008-2009*](#)

[*Mathematics Department Program Review, 2008-2009*](#)

[Student Services' Council Minutes, September 2008](#)

Recommendation 5:

The team recommends that the College ensure that all hiring and evaluation policies and procedures are adhered to and conducted on a consistent and timely basis. (IIA.2; IIIA.1b, III.A.3a, IVA.5)

Progress:

Institutional integrity demands that policies, practices, and procedures sustain the commitment of Modesto Junior College to its primary mission: to produce and support student learning. Increasingly, employees from all ranks have become cognizant of the role of assessment in measuring the progress the institution is making in realizing state and federal expectations and the district and college goals. Evaluation of employee performance is another kind of assessment, one which effective institutions must use to develop personnel, to improve their skills, and hence to improve the likelihood that Modesto Junior College will attain the goals it has now set for itself. Human Resources, the administration, faculty, and staff are ensuring that hiring and evaluation policies are conducted in a consistent, timely manner.

The following response on evaluations is organized by employee group: (1) administrators, managers, and supervisors; (2) classified staff; and (3) faculty. Each progress section is immediately followed by corresponding analysis and evidence. Following these three clusters, please find the response to the portion of the recommendation addressing hiring procedures.

Progress on Evaluation of Administrators, Managers, Supervisors:

1. In February 2007, on the recommendation of the district staff, the Yosemite Community College District interim Chancellor requested a review of personnel files to determine the evaluation status for each management team member. Based on that information, the Chancellor determined that the evaluation process used for members of the management team had historically been inadequately followed or ineffectively enforced. In order to bring evaluations into compliance with District procedures, the Chancellor assumed the responsibilities of enforcing the procedure and the tracking and/or monitoring of management team evaluations.

2. At a Leadership Retreat on March 26, 2007, the Chancellor spoke to the management team on the need to follow District procedure regarding evaluations. In an email dated April 12, 2007 to the management team, the Chancellor provided managers with current evaluation forms, and he instructed managers to ensure that all subordinate managers and staff be evaluated and that a completed evaluation for each person be forwarded to Human Resources.
3. On May 17, 2007, the Chancellor sent a follow-up email and provided supervising managers with the names of subordinate managers and the dates of their last evaluation. As an added measure, he instructed District Human Resources to forward all completed management evaluations to the Chancellor's Office for tracking.

Analysis of Results Achieved to Date on Evaluation of Administrators, Managers, and Supervisors:

1. On May 17, 2007: 70 of the 94 members in the Yosemite Community College District management team had not been evaluated within the previous two years. Of the 94 members, 22 managers were assigned to Modesto Junior College.
2. On May 21, 2008, 14 of 98 members of the Yosemite Community College District management team district wide had not been evaluated in the previous two years. Six of those 14 managers are assigned to Modesto Junior College. As of June 30, 2008 all evaluations of the management team are complete.
3. Since May 17, 2007, management evaluations are to be reviewed and initialed by the Chancellor and Vice Chancellor of Human Resources prior to placement in personnel files.

Additional Plans That Have Been Developed Related to the Evaluation of Administrators, Managers, and Supervisors:

The Chancellor, in consultation with the Leadership Team Advisory Council, is revising the management evaluation process to provide consistency throughout the District. The new evaluation process will be completed in Fall 2008 and will follow a three-year cycle, which will require evaluation of management team members on an annual basis. The new process will include an annual one-on-one evaluation with the direct supervisor, and every third year, in addition to the

one-on-one evaluation, a confidential evaluation survey will be sent to designated subordinate employees, colleagues, and campus representatives.

Evidence:

[Agenda from Leadership Retreat, March 26 2007](#)

[Memorandum from Office of the Chancellor, May 22, 2008](#)

[Yosemite Community College District Management Appraisal Instrument](#)

[Yosemite Community College District Management Team Evaluation Process/Procedure as Outlined in the LEADERSHIP TEAM HANDBOOK, 2002, pages 15-16](#)

Progress on Classified Staff Evaluations:

1. On March 26, 2007, the interim Chancellor spoke to the management team at a leadership retreat on the need to follow District procedures regarding evaluations for all categories of employees. In an email dated April 12, 2007, the Chancellor provided managers with current evaluation forms, instructed them to ensure that all subordinate managers and staff be evaluated, and directed them to send completed evaluations to Human Resources.
2. In support of this directive to bring evaluations into compliance with District procedures, the Vice Chancellor of Human Resources Office began to improve the tracking of classified evaluations. Notification is sent to managers within 90 days of the due date that provides detailed information regarding the evaluation cycle for each employee.

Analysis of Results Achieved to Date on Classified Staff Evaluations:

1. The renewed District expectation for managers to conduct classified evaluations in a consistent and timely manner was welcomed at Modesto Junior College.
2. Modesto Junior College had a total of 235 classified employees due for evaluation in 2007-2008. Of the employees due for evaluation, 135 evaluations are complete. Given this unacceptably low ratio of completion, a process was implemented on July 1, 2008, to notify the appropriate next level administrator if a supervisor or manager has not completed the evaluation of a classified staff member.

Additional Plans That Have Been Developed Related to Classified Staff Evaluations:

Tracking of classified evaluations is now the responsibility of the Vice Chancellor of Human Resources. New procedures for collecting and storing the tracking information will allow for review and analysis of data and results on a 90-day basis by the Human Resources Office.

Evidence:

[Agenda from Leadership Retreat, March 26 2007](#)

[Spreadsheet for Classified Evaluations](#)

[Memorandum from the Vice Chancellor of Human Resources for Classified Evaluations](#)

[Yosemite Community College District Classified Staff performance Report \(Evaluation Form\)](#)

[Yosemite Community College District Classified Evaluation Process/Procedures as Outlined in the CLASSIFIED HANDBOOK 2001-2004, page 5](#)

[Memorandum from Vice Chancellor of Human Resources for Probationary Classified Evaluations](#)

Progress on Faculty Evaluations:

1. Since 2004-2005, the Modesto Junior College Office of Instruction has tracked the full-time faculty evaluation process for each division. Prior to the start of the fall semester, each dean receives a list from the Vice President of Instruction with names of faculty who need to be evaluated in that academic year. The Dean of Counseling has created and follows a similar system for monitoring full-time faculty evaluations in the Counseling Department.
2. In 2006-2007, the District and the Yosemite Faculty Association negotiated changes in the Modesto Junior College faculty evaluation process, resulting in revisions to the evaluation process, final report summary, and the timeline for first and second-year faculty. In addition, self-evaluations are now a mandatory component of the evaluation process. During the 2007-2008 negotiation round, the District and Yosemite Faculty Association created negotiated peer observation and student evaluation forms and processes for all instructional and non-instructional faculty, as well as for online teaching modality.

3. During the October 3, 2007 Instructional Administrators' Council meeting, the Vice President of Instruction directed Modesto Junior College deans to review the evaluation timeline for adjunct faculty and to develop a process for documenting that evaluation cycle. During the 2007-2008 negotiation round, the District and the Yosemite Faculty Association negotiated changes to the adjunct evaluation cycle and criteria.

Analysis of Results Achieved to Date on Faculty Evaluations:

1. Of the 106 full-time faculty scheduled to be evaluated in 2007-2008, all but nine have been evaluated.
2. The procedures for faculty evaluations were reviewed during the Yosemite Faculty Association/Yosemite Community College District Retreat on September 29, 2006; at the Instructional Administrators' Council meeting on October 3, 2007; and at the New Faculty Orientation on August 18, 2008. Training on effective performance evaluations for both faculty and classified staff was provided by the Vice Chancellor of Human Resources at the Instructional Administrators' Council meeting on September 19, 2007.
3. Since being given the responsibility for tracking and completing adjunct faculty evaluations in their divisions in October 2007, most deans have created a process to track the evaluation of adjunct faculty. Of the 128 adjunct faculty members scheduled to be evaluated in 2007-2008, 97 evaluations were completed.

Additional Plans That Have Been Developed Related to Faculty Evaluations:

Modesto Junior College will develop a process to centralize the tracking of instructional and student services full-time and adjunct faculty by 2010-2011.

Evidence:

[Full-time Faculty Evaluation Matrices Prepared by the Modesto Junior College Office of Instruction](#)

[Counseling Evaluation Matrix Prepared by the Modesto Junior College Dean of Counseling](#)

[Yosemite Community College District Faculty Evaluation Process/Procedures as Outlined in the YOSEMITE FACULTY ASSOCIATION HANDBOOK 2008-2011, pages 18-21](#)

[Minutes from the October 3, 2007 Instructional Administrators' Council Meeting](#)

[Program from the Yosemite Faculty Association/Academic Senate/Deans Retreat, September 29, 2006](#)

[Agenda from the New Faculty Orientation, August 18, 2008](#)

[Minutes from the September 19, 2007 Instructional Administrators' Council Meeting](#)

[Adjunct Faculty Evaluation Matrices Prepared by Modesto Junior College Division Deans](#)

Progress on Hiring Procedures:

1. On April 7, 2008, a task force with membership from the Academic Senate, Yosemite Community College District Human Resources, and classified staff reviewed/updated the District contract faculty hiring procedures to align the contract/procedure language with current state laws and regulations.
2. A comprehensive update of the District equivalency procedure was approved by both Academic Senates within the District and has been approved by the Yosemite Community College District Board of Trustees. Changes in the language for equivalency procedures and the elimination of Eminence now reflect state and federal regulations.
3. In June 2008, 65 staff, including faculty, managers, and classified, were trained by Liebert, Cassidy, and Whitmore on regulations governing selection committees, with the goal of improving consistency in the interviewing of classified, faculty, and administration candidates for positions at the College.

Analysis of Results Achieved to Date on Hiring Procedures:

1. The contract faculty hiring procedures were modified to reflect current state and federal regulations.
2. The College has adopted and is using a new equivalency process. The College has met four times to review equivalency applications.
3. Two actions will launch this fall to further ensure consistency in processes for selecting new employees:
 - All selection committees beginning in Fall 2008 will include an Equal Employment Opportunity (EEO) representative, and
 - Members serving on screening committees will be required to sign an Equal Employment Opportunity training and confidentiality compliance form.

Additional plans that have been developed related to hiring procedures:

The Human Resources Office will offer annual in-service training on “Hiring the Equal Employment Opportunity (EEO) Way.”.

Evidence:

[Yosemite Community College District Contract Faculty Hiring Procedures, Draft Document](#)

[Yosemite Community College District Determination of Faculty Equivalency Document](#)

[PowerPoint \(Hiring the Equal Employment Opportunity Way\) by Liebert, Cassidy and Whitmore](#)

[Equal Employment Opportunity Training and Confidentiality Compliance Form](#)

[The Hiring Process Training Guide](#)

[Screening Guidelines for Faculty and Administrative Committees](#)

[Screening Guidelines for Classified Committees](#)

Recommendation 6:

The team recommends that in order to best serve the needs of students, the District and the College engage in a collaborative process to ensure a transparent and equitable allocation of financial resources and that the District and the College implement a process to communicate budget issues with each other on an ongoing basis. (IIIC.1a, III.C.1d; IIIC.2; IIID.1a,b,c; IIID.2a; IIID.2b; IIID.2d; IIID.2e; IIID.2g; IIID.3; IVB.2d; IVB.3d; IVB.3g)

Progress:

Under new leadership, the College and the District are moving toward a climate of improved clarity and trust. The governance groups are putting students' needs first and seeking to allocate resources, though limited, in an equitable manner. To achieve transparency in budgeting, a district-wide calendar of Central Services' deadlines and an expenditure model will be developed in collaboration with college personnel. Together, district and college personnel are committed to updating and improving budget policies/procedures.

The College has taken five actions in response to Recommendation 6:

1. The Yosemite Community College District Council recommended that a district task force be appointed to review the budget allocation model; this group convened for the first time in March, 2007.
2. The District Allocation Task Force added several goals to its review of the Yosemite Community College District's budget allocation model:
 - Develop a foundational understanding of community college and district funding practices;
 - Conduct an in-depth study of the SB361 funding model and the District 2006-2007 General Fund Budget;
 - Perform a self-assessment of fiscal management practices as recommended by the California Community Colleges Chancellor's Office, and
 - Develop strategies to clarify budgeting across the district.
3. In January 2008, the new Chancellor expanded the District Administrative Council from quarterly meetings to a monthly meeting as a further effort to improve communication.

4. In January 2008, an interim Vice President of College and Administrative Services for Modesto Junior College was appointed, with his salary divided between the District and the College. The interim Vice President of College and Administrative Services serves as a liaison on budget matters between the College and Central Services.
5. Fall 2008 witnessed the launch of a new standing committee at the College to link strategic planning with resource allocation and to create a simple, workable, transparent budget structure.

Analysis of Results Achieved to Date:

1. At the District Council meeting on January 24, 2007, membership on the District Budget Allocation Taskforce was identified: Yosemite Community College District Executive Vice Chancellor (co-chair); Columbia College President (co-chair); Columbia College Chief Operations Officer; Yosemite Community College District Controller; Yosemite Faculty Association Budget Analyst; Modesto Junior College Presidential Designee; California School Employee Association member; Modesto Junior College Academic Senate appointee; and Columbia College Academic Senate appointee.
2. The District Budget Allocation Task Force met seven times from March 6, 2007 through March 11, 2008. All goals were accomplished; the conclusion of the resource allocation review was to retain the current resource allocation model.

In addition to improving the budgeting knowledge of members, the task force generated strategies to improve communication about budget between Yosemite Community College District's Central Services and the two colleges on an ongoing basis:

- Create a District website devoted to communicating budget information.
- Incorporate the questions discussed in meetings into a Frequently Asked Questions fact sheet.
- Distribute an abbreviated District Budget Allocation Model Summary.

The District Fiscal Services website includes the above items; the Executive Vice Chancellor has distributed the link to the District Administrative Council, District Council, and the Yosemite Community

College District Board of Trustees with the budget adopted at the September 10, 2008 Board Meeting.

3. The District Administrative Council now includes the Chancellor, the Chancellor's Administrative Assistant, the Executive Vice Chancellor, the Vice Chancellor of Human Resources, the Assistant Chancellor of Information Technology, the Director of External Affairs, both Presidents and the Vice Presidents from each college. The group meets once a month to discuss topics of district-wide impact, such as budget, management team training, policies, and procedures.
4. The interim Vice President of College and Administrative Services attends monthly Fiscal Services meetings with the Executive Vice Chancellor, the Columbia Vice President of College and Administrative Services, the District Controller, and other fiscal services staff. These meetings keep all members of the district updated on important budget issues.

The interim Vice President of College and Administrative Services implemented four initiatives to improve college communication on budget issues and to keep budget processes transparent:

- Created a college website as a central resource for budget questions;
- Posted a spreadsheet on the budget website showing the allocation of the budget among the Yosemite Community College District Central Services, Columbia College, and Modesto Junior College;
- Distributed to the college community via email the statewide budget analyses and updates from the California College League of California, and posted a link to the Community College League of California website on Modesto Junior College budget website; and
- Prepared and distributed a Modesto Junior College Budget Calendar.

Each initiative has contributed to the improved climate between the College and the District on allocation concerns and to greater college-wide awareness of state budgetary issues. This transparency is especially

necessary given the delays in state funding and the state budgetary deficit.

5. On August 28, 2008, the Modesto Junior College Academic Senate approved the new Planning and Budget Committee. The charter of this committee is the following:
 - *The Planning and Budget Committee, a standing committee, makes recommendations to the College President regarding the College's processes for institutional planning and budget development including:*
 - *development and implementation of a process by which unit program reviews and the College's annual strategic goals are linked to resource allocations,*
 - *prioritization of expenditures based on the process described above, and*
 - *participation in the review/revisions of the College's Master Plans.*

The new Planning and Budgeting Committee is co-chaired by the College President and Academic Senate President. The membership includes a district representative knowledgeable about full-time equivalency (FTE) calculations. The Planning and Budgeting Committee is pledged to strengthen decision-making at all levels of the colleges.

Additional Plans That Have Been Developed:

- The College will open a position for a permanent Modesto Junior College Vice President of College and Administrative Services in 2008-2009.
- The new Modesto Junior College standing committee, the Accreditation/ Institutional Effectiveness Committee, will make recommendations to the College President on accreditation criteria for institutional effectiveness, program review, student learning outcomes, and conduct an annual evaluation of the college's planning process.
- The Yosemite Community College District Chancellor's Cabinet will initiate continuing dialogue on process improvement of issues related

to centralization or decentralization, risk assessment, and the District reserve.

Evidence:

[Yosemite Community College District - District Council Meeting Minutes, January 24, 2007](#)

[Yosemite Community College District - Budget Allocation Taskforce Website](#)

[Yosemite Community College District - Fiscal Services Website](#)

[Yosemite Community College District - Fiscal Services Website Frequently Asked Questions](#)

[Yosemite Community College District - Budget Allocation Taskforce Summary and Recommendations](#)

[Yosemite Community College District - Office of the Chancellor Website District Administrative Council](#)

[Modesto Junior College President Budget Website](#)

[Modesto Junior College President Budget Website - Targets for the Colleges and District](#)

[Modesto Junior College President Budget Website - Annual Budget Calendar](#)

[Modesto Junior College Academic Senate Website](#)

Recommendation 7:

The team recommends that the College develop and implement a strategic planning process for connecting long-term program and services planning to financial resource development, as well as to facilities, human resources, and technology planning, consistent with the mission of the College. In addition, the team recommends that to accomplish its plans, the College develop and implement a short-term cyclical process that includes (a) clear institutional goals that are achieved through tactical actions that are based on institutional data and research, allocation of resources, timelines, and primary office of responsibility, (b) a method to report accomplishments on each tactical action, and (c) measures of institutional effectiveness that document achievement of the College mission and demonstrate continuous improvement. (IA.4, IB, IIA.1, IIA.2, IIA.3, IIB, IIB.1, IIB.3, IIB.3a, IIC, IIC.1, IIC.1c, IIIA.6, IIIC.1a, IIIC.1d, IIIC.2, IVA.1, IVA.5)

Progress:

While planning-to-plan had occupied administration and staff for many years, the visiting teams rightly noted that decisions did not always arise out of their work. Nor did resource allocations directly track the district and college goals and objectives. Nor was research data of the type effective institutions employ to improve results integrated in the planning cycle. Today, Modesto Junior College has turned a new page. It has adopted an integrated planning model derived from the college mission that connects long-term and short-term planning for programs and services to finances, facilities, technology, and human resources. *A Modesto Junior College Operational Road Map for 2008-2009* outlines the specific steps to be taken this year for using and institutionalizing this planning model. An annual evaluation of the planning/assessment cycle will direct attention to its impact on student learning as well as on the overall effectiveness and efficiency of college processes.

Because of the complexity and length of Modesto Junior College's response to Recommendation 7, the chronicle which follows is organized differently from the College response to other recommendations. Specific points of progress on planning are presented in eight clusters; each progress section is immediately followed by corresponding analysis and evidence.

Progress 1:

The *Modesto Junior College Facilities Master Plan 2007-2013* was developed between February 2007 and July 2008 with the assistance of a consulting firm specializing in facilities planning. The facilities plan drew from the *Modesto Junior College Educational Master Plan 2006-2015*, which projects enrollment for the coming decade and assigns specific locations for buildings on East and West Campuses.

Analysis 1:

In Fall 2006, development of the *Modesto Junior College Educational Master Plan 2006-2015* had begun. This document laid out plans for growth and change in the college's programs and services; at the same time, it offered suggestions for improved use of the East and West Campuses. Over 125 faculty, staff, and administrators were interviewed in development of the *Modesto Junior College Educational Master Plan 2006-2015*, which was presented at a college forum on February 6, 2007. The Yosemite Community College District Board of Trustees accepted the plan at its February 21, 2007 meeting.

Following the Board's acceptance of the *Modesto Junior College Educational Master Plan 2006-2015*, consultants shepherded the process of developing the College's *Modesto Junior College Facilities Master Plan 2007-2013*. Open college forums were held between March 2007 and April 2008 to discuss draft recommendations on facility placement and construction based on future growth and program needs. . Through this process, the College determined facility and program placement on the East and West Campuses. The *Modesto Junior College Facilities Master Plan 2007-2013* was accepted by the Yosemite Community College District Board of Trustees at the July 2008 Board meeting.

Additional plans that have been developed:

As noted in *Decision Making at Modesto Junior College 2008-2010*, a process has been identified for the review of the College's master plans:

If a Master Plan update is warranted or if a Master Plan is due for a complete revision, the College President calls for a task force to prepare the needed document. Members of the Accreditation/Institutional Effectiveness and Planning and Budget Committees and the Research Office, as well as other appropriate college faculty and staff, would comprise the task force.

Evidence 1:

[Announcements for Modesto Junior College Educational Master Plan 2006-2015 Forums](#)

[Announcements for Modesto Junior College Facilities Master Plan 2007-2013 Forums](#)

[Modesto Junior College Educational Master Plan 2006-2015](#)

[Modesto Junior College Facilities Master Plan 2007-2013](#)

[Modesto Junior College Operational Road Map 2008-2009](#)

[Decision Making at Modesto Junior College 2008-2010](#)

Progress 2:

The College reviewed and revised its mission, vision, values as an initial step in the strategic plan development. The revised document was approved by the Yosemite Community College District Board of Trustees in July 2008.

Analysis 2:

In Spring 2007 at a Leadership Retreat held off-campus, discussion on strategic planning began. Leaders from all constituent groups gathered for a collaborative, all-day workgroup and created a first draft of the revised statements of Vision, Mission, and Core Values. The Vice President for Student Services and the interim Vice President of Instruction distilled comments into a draft. This draft was reviewed by College Council and the Strategic Planning Committee in late fall/early spring. The final draft was approved by the College in March 2008 and accepted by the Yosemite Community College District Board of Trustees in July 2008.

Additional Plans That Have Been Developed:

As noted in *Decision Making at Modesto Junior College 2008-2010*, a process has been identified for the review of the College's mission statement:

Every three years the Accreditation/Institutional Effectiveness Committee directs the Research Office to survey the college community assessing the viability and applicability of the college mission. Following an analysis of the survey results, the Accreditation/Institutional Effectiveness

Committee revises the college mission if deemed appropriate. The proposed revised college mission is circulated for college-wide review prior to the Accreditation/Institutional Effectiveness Committee forwarding a final recommendation for process changes to the College President. The College President will discuss the final recommendation with College Council and other appropriate groups prior to final approval.

Evidence 2:

[Initial Leadership Retreat Draft of Modesto Junior College's Vision, Mission and Core Values, presented to College Council, January 14, 2008](#)

[Yosemite Community College Board of Trustees Meeting Minutes, July 2008](#)

Progress 3:

The Yosemite Community College District prepared and distributed the *Yosemite Community College District Strategic Plan 2007-2013* in Fall 2007. Following this lead, in Spring 2008 the College developed the *Modesto Junior College Strategic Plan 2008-2013* with a committee composed of representatives from constituent groups. The Strategic Planning Committee met every other week throughout the spring semester, for a total of 29 meeting hours. Members of the committee reported to and sought input from their constituents on a monthly basis. By the end of April 2008, the final draft of the *Modesto Junior College Strategic Plan 2008-2013* was complete.

Analysis 3:

In recent years, Modesto Junior College had set institutional goals and created plans to achieve those goals, but the missing element was an overall strategic plan that would unite the individual plans under a consensual umbrella with a realistic number of goals and objectives.

The Strategic Planning Committee was representative of the college community and was co-chaired by the Vice President of Instruction and the Academic Senate President. This membership ensured a continual dialogue among committee members and their constituents throughout Spring 2008. To assure institutional integrity in the planning process, minutes in the form of "Strategic Planning Table Talks" were sent college-wide via email after each meeting.

In order to create a holistic strategic plan, the committee sought contributions from both internal and external sources.

Internal input was gathered in the following ways:

- Committee members asked constituents to outline essential outcomes or important measures of institutional health in these categories: academic, enrollment, administrative, resources, campus support programs and facilities, and informational technology. Many committee members held brown bag lunches to create a venue for the dialogue; others used email to solicit faculty, staff, and administrative input. The Strategic Planning Committee then consolidated the 36-page list of responses into a number of achievable goals and objectives.
- In addition to this internal feedback, committee members reviewed and relied on several resources as foundational documents:

Modesto Junior College Educational Master Plan 2006-2015
Yosemite Community College District Strategic Plan 2007-2013
Modesto Junior College Facilities Master Plan 2007-2013

- The Research Office presented college and community data reports, including an analysis of the Community College Survey of Student Engagement, the Accountability Reporting for Community Colleges (ARCC) 2008 Report, a count of degrees and certificates awarded at Modesto Junior College 2006-2007, retention and success rates for 2004-2007, and high school graduation projections as well as student demographics within Stanislaus County.
- Based on the research described above, committee members conducted an analysis of the College's strengths, weaknesses, opportunities, and threats (SWOT).
- Committee members sought feedback from their constituents as various drafts of the strategic plan were ready for review.

External input into the strategic planning process was provided from three sources:

- Data presented by the Research Office as described above.

- Models of strategic plans from other colleges (Chandler-Gilbert Community College, Phoenix Community College, LA Valley College, Santa Barbara City College, Gavilan Joint Community College, and Cerritos College). Members analyzed the samples and recommended useful aspects.
- Seven Modesto and Stanislaus County community leaders addressed economic and educational trends at an all-college forum on February 11, 2008. The primary topic was Modesto Junior College's role in meeting community needs. The seven community leaders represented various areas of our community's infrastructure:
 - Tom Chagnon, Superintendent of Stanislaus County Schools
 - Jeff Grover, member of the Stanislaus Board of Supervisors (District 3)
 - Kathy Harwell from StanWORKS
 - John Ervin, Modesto City Schools and member of the MLK Memorial Center Board
 - Teresa Guerrero from Parent Institute
 - Bill Bassett of the Economic Development Alliance
 - Paul Wenger from the Stanislaus County Farm Bureau.

To facilitate broad understanding of the information, the forum was open to all members of the college community and made available on the President's website.

The Strategic Planning Committee was a collegial, consensus-based group. As work continued throughout spring semester, it became clear to members that they were working on a meaningful document that would connect accountability to the outcomes of agreed-upon goals and objectives. For the first time in many years, faculty, staff, and administration reported that with this project, the College was moving toward a process of research, planning, and cyclical evaluation of achieved goals.

The *Modesto Junior College Strategic Plan 2008-2013* was accepted by the Yosemite Community College District Board of Trustees at its July 2008 meeting. A copy of the plan was given to the entire college community on Fall Institute Day 2008, along with a poster of the Modesto Junior College's vision, mission, and core values.

Additional Plans That Have Been Developed:

- As part of the recently adopted integrated planning model, progress on the *Modesto Junior College Strategic Plan 2008-2013* goals and objectives will be reviewed annually with results reported in an annual status report.
- As noted in *Decision Making at Modesto Junior College 2008-2010*, a process has been identified for the review of the college mission statement:

In Fall 2012 (the fourth year of the *MJC Strategic Plan 2008-2013*), the College President calls for a task force to prepare the next five-year strategic plan. Members of all standing committees and the Research Office as well as other appropriate college faculty and staff will comprise the task force. At the conclusion of this plan's development, the College President directs the Research Office to survey the college community's satisfaction with the process used to produce the *MJC Strategic Plan 2013-2018*.

Evidence 3:

[Modesto Junior College Educational Master Plan 2006-2015](#)

[Modesto Junior College Facilities Master Plan 2007-2013](#)

[Yosemite Community College District Strategic Plan 2007-2013](#)

[Modesto Junior College Strategic Plan 2008-2013](#)

[Strategic Planning Table Talks](#)

[Strategic Plan SWOT \(Strengths, Weaknesses, Opportunities, and Threats\) Analysis](#)

[Website Stream of the Strategic Plan Community Forum](#)

[Yosemite Community College District Board Agenda and Minutes, July 2008](#)

Progress 4:

The Academic Senate, groups addressing accreditation recommendations, and other college organizational groups met throughout the summer. Beginning in August, regularly scheduled meetings were shifted from once monthly to once weekly.

Analysis 4:

The college community has dedicated considerable energy and effort to the challenge of coordinating separate plans and pursuing initiatives as needed to reach the goal of developing and using an integrated planning model. Beginning in Spring 2008 and continuing through September, faculty, administrators, and staff devoted many hours to specific planning tasks. The college effort and time-on-task have been praised by the Chancellor and the Yosemite Community College District Board Trustees in formal and informal meetings.

Evidence 4:

[Calendar of Meetings from May-September](#)

Progress 5:

In Summer 2008 members of the college community participated in an exercise that compared the Accrediting Commission for Community and Junior College's *Rubric on Institutional Effectiveness: Planning* to the College's current status. Consensus was quickly reached that the College's planning efforts left the College languishing at the second lowest level of four levels of institutional effectiveness on planning. This gap analysis resulted in the development of the *Modesto Junior College Operational Road Map 2008-2009*, the assignment of responsibility to individual parties, and a timeline for task completion. The actions identified in this road map address the ways that Modesto Junior College must change and/or initiate processes to bring the College into compliance with Accrediting Commission for Community and Junior College standards.

Analysis 5:

In Summer 2008, members of the college community completed a group assessment of the current status at Modesto Junior College compared to the Accrediting Commission for Community and Junior College rubric of institutional effectiveness related to planning. The benchmarks of implementation are

Awareness, Development, Proficiency, and Sustainable Continuous Quality Improvement. Participants described the College at a level between Awareness and Development.

After this initial assessment, the group identified specific gaps between the college's current practices and these Accrediting Commission for Community and Junior College expectations:

- Document the planning process with assigned responsibility for implementation;
- Ensure that the planning process clearly links plans with resource allocation;
- Identify applicable quantitative and qualitative data; communicate the data broadly; and use the data to make decisions and improve programs;
- Link planning to institutional mission and goals;
- Review institutional effectiveness and planning outcomes in a number of appropriate governance and decision making bodies and ensure that the results are distributed college wide;
- Ensure that governance and decision making processes support and implement the College's planning processes; and
- Integrate component plans into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.

Based on these identified gaps, a *Modesto Junior College Operational Road Map 2008-2009* was created that identified:

- Strategies for closing the gap,
- Responsible parties,
- Timeline, and
- Date of task completion.

The College Executive Staff, including the Academic Senate President, met and agreed upon the draft *Modesto Junior College Operational Road Map 2008-2009*. This map was then reviewed by the Academic Senate in a special meeting on August 12, 2008 and presented to the college at College Council on

September 8, 2008. The Executive Staff has begun meeting weekly to review the assigned tasks and next steps.

To date, several tasks identified in the *Modesto Junior College Operational Road Map 2008-2009* have been accomplished:

- In August 2008, the College prioritized three institutional strategic goals for 2008-2009, which were approved at College Council on September 8, 2008. (See **Progress 8.**)
- In August 2008, the College produced and distributed *Institutional Effectiveness at Modesto Junior College 2008*. This document was distributed college-wide on Institute Day in Fall 2008 and was discussed at the all-college meeting. In addition, each division dean reviewed highlights from the document in his/her division meeting later on Institute Day. This document is now posted on the college website.
- An Executive Summary of the institutional effectiveness data on student access, demographics, and achievement presented in the *Institutional Effectiveness at Modesto Junior College 2008* was discussed by college leaders in various governance and decision-making bodies in Fall 2008.
- In August 2008, one fact from the *Institutional Effectiveness at Modesto Junior College 2008* began to be emailed to the college community on a weekly basis in order to create a common body of knowledge.
- In August 2008, the College prepared and circulated a calendar outlining the process and timelines for institutional planning in 2008-09.
- In September 2008, the College developed and distributed a document outlining the college committee structure and planning process, *Decision Making at Modesto Junior College 2008-2010*.
- In September 2008, the College added two new governance committees: Accreditation/Institutional Effectiveness and Planning and Budget.
- In September 2008, the College developed procedures to link program review and strategic goals to resource allocation.

Additional Plans That Have Been Developed:

To facilitate communication, the President's Office will distribute a template for minutes of standing committee meetings and a memorandum requiring that

minutes for all standing committees be sent to the President's Office for posting on the web within one week after the meetings.

As outlined in the *Modesto Junior College Operational Road Map 2008-2009*, the following additional plans have been identified:

- In October 2008, the Research Office will present the Accreditation/Institutional Effectiveness Committee with proposed operational definitions for the coming year's institutional effectiveness report.
- In October and November, 2008, the College will conduct study sessions in key governance committees on the issues highlighted in this initial institutional effectiveness report.
- The President's Office in collaboration with the Accreditation/Institutional Effectiveness Committee will prepare and distribute an end-of-year status report detailing the college's progress on strategic goals and objectives and the development and assessment of student learning outcomes.

Evidence 5:

[Academic Senate Minutes, August 28, 2008](#)

[Gap Analysis](#)

[Group Reports on Gap Analysis](#)

[Modesto Junior College Operational Road Map 2008-2009](#)

[President's Executive Staff: Modesto Junior College Operational Road Map 2008-2009-Chart of Responsibilities](#)

[College Council, Minutes on Proposed Agenda Items Related to Modesto Junior College Operational Road Map 2008-2009, August and September 2008](#)

[Modesto Junior College Strategic Plan 2008-2013](#)

[Institutional Effectiveness Report 2008](#)

[Decision Making at Modesto Junior College 2008-2010](#)

[Accreditation/Institutional Effectiveness Committee, September Agenda](#)

[Planning & Budget Committee, September Agenda/Minutes](#)

Progress 6:

In Summer 2008, the College developed a model for integrated planning. This model was distributed college-wide in early Fall 2008 for review and feedback. The model was finalized in September 2008 and is included in *Decision Making at Modesto Junior College 2008-2010*.

Analysis 6:

In June 2008, the College began an earnest evaluation of its planning processes with the goal of developing an overall planning model that integrates the College's efforts in improving institutional effectiveness. Throughout the summer at several college-wide meetings, facilitators solicited critiques and ideas for creating a cycle of integrated planning. The ensuing dialogue was lively, and concluded with consensus on a planning model.

The final products include a graphic model with accompanying glossary and procedures. The model shows the College's annual cycle linked to the three to five year review of the *Modesto Junior College Strategic Plan 2008-2013* and the 10-15 year production of master plans, creating processes for short-term and long-term planning. The district and college master plans (10-15 year cycle) are foundational for the development of the district and college strategic plans (three to five year cycle). The core of the annual planning cycle is research, which guides and shapes processes in the other components of the annual planning cycle:

- Review and/or Revision of Mission, Values, and Core Values
- Prioritized Strategic Goals
- Program Review
- Allocation of Resources
- Evaluation of Planning Cycle

College leaders introduced this integrated planning model to the College Council and Academic Senate in mid-August and to the college community at large on Fall Institute Day 2008. Consensus about this planning model has been widespread, and the College is aggressively pursuing the necessary steps to implement the integrated planned model.

As evidence of the College's commitment to the new integrated planning model, several steps have already been taken:

- In September 2008, matrices displaying the links among college plans for basic skills, technology, enrollment management, and matriculation as well as between the college and district strategic plans were distributed college-wide. These matrices will be included in all future iterations of the plans.
- In September 2008, the Accreditation/Institutional Effectiveness Committee revised the program review templates for instruction and student services to ensure that each program identify its contributions to the identified prioritized strategic goals.
- A calendar of key timelines in the planning cycle was developed and distributed college-wide in late September 2008.
- In early October 2008, the Planning and Budget Committee and the Research Office developed operational definitions for specific quantitative and qualitative data elements that will serve as the baseline in instructional and student services program reviews to be completed this year. These were circulated for college-wide review prior to final approval by the College President.

Additional Plans That Have Been Developed:

- In October 2008, the Planning and Budget Committee will develop a procedure to link program reviews and prioritized strategic objectives to resource allocation. After review and feedback college-wide, this procedure will guide resource allocations in this year's budget development process.
- As part of the College's integrated planning model, various college committees have been assigned the responsibility to review and evaluate the elements and processes in the planning model. Refer to the *Decision-Making at Modesto Junior College 2008-2010* for a complete description of the terms and procedures in the planning model.
- As noted in the *Decision-Making at Modesto Junior College 2008-2010*, each element in the annual planning process will be evaluated for institutional effectiveness, including transparency of the process, availability of data, adherence to timelines, and the appropriate flow of the sequence of elements in the planning cycle.

Evidence 6:

[Decision Making at Modesto Junior College 2008-2010](#)

[Fall Institute Day 2008 Presentation of the Planning Model](#)

[Planning Model Graphic and Glossary and Procedures](#)

(*Matrices Indicating Links Among Planning Documents*):

Basic Skills Initiative, [Maxtrix of Enrollment Management Plan](#), [Technology Plan](#), [Matriculation Credit Plan](#) and [Matriculation Non-Credit Plan](#)

[Program Review Addendum](#)

[Modesto Junior College Operational Definition Chart, Office of Research and Planning, 2008-2009](#)

[Accreditation/Institutional Effectiveness Committee Agenda](#)

[Planning and Budget Committee Agenda](#)

Progress 7:

An analysis of the College's institutional effectiveness and flow of communication revealed that planning was unnecessarily complicated by an excessive number of committees with overlapping or unclear responsibilities. In Summer and early Fall 2008, the College reviewed and proposed a streamlined committee structure, reducing the number of committees from over 50 to four standing committees and eight advisory committees. The goal of this streamlining was to increase institutional effectiveness by appropriately assigning responsibility for the College's planning efforts. This model was presented in various college groups and approved by the Academic Senate in mid-September.

Analysis 7:

Participants in the summer brainstorming session quickly reached consensus about the need for common terminology for college groups and to revise the committee structure. The results of this brainstorming were several recommendations:

- A reduction of the number of committees from over fifty to four standing committees and eight advisory committees

- A taxonomy of college group types with five categories:
 - Governance (Academic Senate and standing committees)
 - Organizational
 - Advisory
 - Workgroups
 - Task Forces
- The formation of two new standing committees:
Accreditation/Institutional Effectiveness and Planning and Budget
- Charters for standing committees, descriptions of organizational groups, and charges for advisory committees

As with the planning model, these recommendations were presented to the College Council and Academic Senate Executive Board in mid-August and to the College at large on Institute Day. In the afternoon of Fall Institute Day 2008, the deans reviewed this proposal at division meetings to facilitate discussion in smaller groups and encourage support.

In the following week, the Academic Senate Executive Board met with the Yosemite Faculty Association President to review and revise drafts of the standing committee charges and membership. These draft documents were presented to the Academic Senate in early September 2008 and were approved. In addition, in September 2008 the Academic Senate took two other steps to support more effective committee processes:

- To appoint committee members to standing committees with staggered terms in April each year to ensure the opportunity for summer training as needed and to ensure that committees can begin routine meetings early in the fall semester; and
- To distribute a Master Calendar 2008-2009 annually with meeting dates and times for the four standing committees and other organizational groups. The first such calendar will be distributed in October 2008.

Additional Plans That Have Been Developed:

In October 2008, a brainstorming session will be convened to clarify and document the role of classified staff in the College's decision making processes. The results of this brainstorming will be documented, reviewed college-wide, and incorporated in the next iteration of the *Decision Making at Modesto Junior College 2008-2010* document.

Evidence 7:

[The Modesto Junior College Committee and Council Organizational Charts \(included within *Decision Making at Modesto Junior College 2008-2010*\)](#)

[Fall Institute Day 2008 Presentation Committee Structure \(included within *Decision Making at Modesto Junior College 2008-2010*\)](#)

[Decision Making at Modesto Junior College 2008-2010](#)

[Master Calendar 2008-2009](#)

Progress 8:

The President led a process to prioritize three specific goals and their corresponding objectives from the *Modesto Junior College Strategic Plan 2008-2013*. The draft prioritized goals were circulated college-wide in early September, and the final list of priorities for college concentration and energy in 2008-2009 was distributed college-wide in late September.

Analysis 8:

In August 2008, the President and the Vice Presidents of Student Services and Instruction met with the Academic Senate President to review the strategic plan and develop consensus on the following three strategic goals for the college focus in 2008-2009:

Goal #2: "Modesto Junior College will tie program review, including all instructional and student services programs, to resource allocation decisions: staffing, technology/instructional equipment and facilities."

Goal #7: "Modesto Junior College will create a culture of evidence and measurable improvements."

Goal #8: "Modesto Junior College will expand and enhance the learning environment and instructional delivery options."

This recommendation of goals for 2008-2009 was presented to the College Council which discussed the prioritized goals within the group and with their constituent groups. After considering this input, the three prioritized goals were recommended for approval by College Council in September. The three strategic goals for 2008-2009 are posted on the Modesto Junior College website.

Additional plans that have been developed:

- The Accreditation/Institutional Effectiveness Committee will prepare and distribute a status report each spring to provide evidence of the outcomes related to the goals prioritized for 2008-2009.
- In late Spring 2009, the College President will lead a process to identify strategic goals to be prioritized for 2009-2010.

Evidence 8:

[Modesto Junior College Strategic Plan 2008-2013](#)

[College Council Minutes, September 8 and September 15, 2008](#)

[College Council Minutes, 2008-2009 Modesto Junior College Prioritized Goals, September 2008](#)

Response to Self-Identified Issues

MODESTO JUNIOR COLLEGE 2005 ACCREDITATION SELF-STUDY PLANNING SUMMARY RESPONSES

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. MISSION

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

PLANNING AGENDA

1. The College Council will refine the mission statement to focus more clearly on student learning outcomes and assessment at its next annual review.

During the Spring 2007 semester, the college came together in an institutional retreat focused on re-writing Modesto Junior College's mission and creating vision statements. This draft was shared with the college community via Instructional Administrators' Council, Academic Senate, Student Services Council, and College Council. The President's Strategic Plan Task Force looked at the mission and vision statements through an accreditation lens during the strategic planning process, refined the mission and vision statements, and incorporated the Yosemite Community College District's core values into the college's vision. The newly revised mission statement was then presented to the different constituent groups through the normal college processes. The Yosemite Community College District Board of Trustees formally adopted the new mission statement in July 2008.

√ ***Fully Implemented/Completed***

- 2. The College, through the College Council, will make a concerted effort to ensure that all constituents are aware of the mission statement: where it is located for reference, the role it plays in College decision-making, and the mechanics of its development.**

The newly adopted mission statement was presented to the entire college community at the Fall Institute Day 2008. Six hundred copies of the Modesto Junior College mission/vision/core values poster were produced and distributed. In addition, the mission statement was incorporated into the Decision Making at Modesto Junior College document and added to the new webpage in August 2008. All gathering and meeting places on both campuses also have the mission/vision/core values poster displayed. *Please see response to Standard I.A.1 above.*

√ ***Fully Implemented/Completed***

- 3. The Office of the President and the College Council will work together to establish a program to increase awareness of the mission statement's role throughout the activities of the College, particularly emphasizing the mission-based nature of projects planned through the Educational Master Plan process. The Program Review process, which informs the Educational Master Plan, will include a process for identifying and evaluating student needs. The College Council will also emphasize mission in its review of the Strategic Plan.**

The Modesto Junior College Strategic Plan 2008-2013 was unveiled during the Fall Institute Day 2008 activities and copies were distributed to each employee who attended. Evidence: Institute Day agenda, copy of strategic plan, mission statement on webpage, mission statement referenced in program review. A new Program Review template, jointly created by the Modesto Junior College Academic Senate and Instructional Administration, was piloted in Spring 2007 and Spring 2008. All programs will have completed program review, with links to Student Learning Outcomes and institutional goals, by the end of Fall 2008.

√ ***Fully Implemented/Completed***

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measure that learning, assess how well learning is occurring, and make changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing: 1) evidence of the achievement of Student Learning Outcomes; and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

PLANNING AGENDA

1. **The College Council will develop strategies such that regular college-wide dialogues facilitated by campus leaders will be mediated, goal oriented, and result in measurable outcomes to be integrated into the College planning process.**

√ ***Fully Implemented/Completed***

2. **The College Council will complete the necessary planning in order to offer training sessions to students, staff, and faculty on conflict mediation and inclusive communication practices.**

The leadership from all Modesto Junior College constituencies attended a two-day training session in May 2008 on Interest Based Negotiating and Problem Solving, facilitated by Judy Vonada and Victoria Simmons from the Center for Collaborative Solutions. A two-day training session follow up was conducted in August 2008. The annual YFA Retreat on September 26, 2008, also provided a one-day training session for faculty on Interest Based Negotiation and Problem Solving, facilitated by Judy Vonada of the Center for Collaborative Solutions.

√ ***Fully Implemented/Completed***

3. **The Academic Senate and the College will reach agreement on the philosophy statement and Memorandum of Understanding on Student Learning Outcomes that were recommended at the January 22, 2005 workshop.**

√ ***No Longer Relevant to the MJC Mission/Vision***

4. **The College will implement the outline of the Student Learning Outcome process that participants at the January 22, 2005 workshop developed.**

√ ***No Longer Relevant to the MJC Mission/Vision***

5. **Under the leadership of the College Council, Modesto Junior College will develop a Strategic Master Plan. This strategic plan will specify how vision and goal setting are accomplished, monitored, and integrated into the decision-making process of the College. It will have broad-based input, and the results will be widely disseminated and discussed.**

√ ***Fully Implemented/Completed***

6. **The College President, working with the College Council, will make the planning and budgeting documents easily available on the College's intranet and each Dean and Vice President will put hard copies on file in their offices.**

√ ***No Longer Relevant to the MJC Mission/Vision***

7. **A District Team will develop Datatel's data warehouse and provide training for faculty and staff when it becomes available. It is anticipated that more useful data will be accessible for planning and evaluation activities.**

In June 2007, the Yosemite Community College District researchers, including the District Director of Research and Planning, the Columbia College Director of Research and Planning, the Modesto Junior College Research Consultant, and the Modesto Junior College Research Analyst, began meeting to collaborate on many district and college issues, specifically the development of a data warehouse. At this time, the Modesto Junior College Director of Research and Planning position was vacant.

These researchers have formed a strong team over the past 14 months and have met together and worked collaboratively on several objectives, such as a district-wide research request protocol, guidelines, form, and website to access these documents. After several meetings during Summer and Fall 2007, these researchers met with the Chancellor in January 2008 to prioritize the research group goals and objectives. The Chancellor designated these research representatives as the Yosemite Community College District Research Work Group and worked with the group to identify and prioritize five actions:

1. The identification of a data warehouse system
2. The identification of a user-friendly self-service query system

3. The compilation of a district-wide Data Element Dictionary (DED)
4. The identification of common research questions
5. The design of common research reports

In Spring 2008, the Research Work Group invited data warehouse companies to demonstrate their Data Warehouse systems to some key Yosemite Community College District staff, including the Assistant Chancellor of Information Technology, Modesto Junior College Information Technology managers and technicians, Columbia College Information Technology managers, and members of the Modesto Junior College computer science faculty. The Research Work Group, with the collaboration of the Yosemite Community College District Information Technology department, is very close to identifying a viable data warehouse system using Oracle and user-friendly query tools.

Identification of the common data elements is under way and slated for completion in early Fall 2008. Querying/reporting solutions will commence with the implementation of the data warehouse once chosen. The Research Workgroup has compiled a sample list of common data elements to be used as a means to provide test runs for the various options mentioned. The most common district data elements have been identified (also applicable to the Data Warehouse). The well-defined and well-documented California Community College Chancellor's Office (CCCCO) MIS data element dictionary will be incorporated into the Yosemite Community College District data element dictionary. Additional local definitions will be thoroughly explored and uniformly defined (Full-Time Equivalent Faculty, for example).

√ ***Fully Implemented/Completed***

8. **During 2005-2006, the College President with the Academic Senate will revise the Program Review process so that it will include data on program indicators and will integrate smoothly with the Educational Master Plan.**

√ ***Fully Implemented/Completed***

9. **The College President and the College Council will institute the revised Educational Master Plan process for 2005-2006, which will include indicators of progress for each project that will be evaluated annually.**

In Spring 2007, the College President worked with the College Council and the college community to revise the Educational Master Plan. When this agenda item was written, it was referring to the system that is now called the Unit Planning Tool. The name was changed to distinguish it from the College Educational Master Plan.

√ ***Fully Implemented/Completed***

10. The Dean of each College unit will include all faculty and staff in planning through meeting attendance or other appropriate input and will document planning meetings with minutes.

√ ***No Longer Relevant to the MJC Mission/Vision***

11. The Vice President of Instruction and the Academic Senate will form an advisory committee that will assist in the communication and coordination process between the Workforce Training Center and Academic Departments to develop and administer grants and contracts.

√ ***No Longer Relevant to the MJC Mission/Vision***

12. The College and District Research Offices will reinstitute the Atlas, or a similar document.

The Yosemite Community College District Research Work Group has had discussions with Information Technology to provide many data fields that will be used in the creation of an Institutional Effectiveness Research Update, which includes district-wide and college-wide data elements, such as environmental scanning of the district and college service areas, student profile data, enrollment characteristics data, student access data, student success data (including transfer and Career and Technical Education data). Examples of sources for environmental scanning, state and county educational and economic indicator and projections data, and university transfer data include use of the following:

- Economic Modeling Specialists, Inc.
- United States Census Bureau
- California Department of Finance Demographics Research Unit
- California Employment Development Division
- California Labor Market Information
- California Postsecondary Education Commission
- California Department of Education
- CCCCO Data Mart
- California State University Analytics

A prototype for Modesto Junior College was created in Summer 2008 for dissemination to the college community, along with the Modesto Junior College Strategic Plan 2008-2013 at the Fall Institute Day 2008.

√ ***No Longer Relevant to the MJC Mission/Vision***

13. The District will establish and maintain a data warehouse with standard reports and a convenient front-end report writing tool.

As described in Standard I.B.7 above, the district and college groups are close to identifying a data warehouse system that works best with Oracle to meet the needs of the Yosemite Community College District. In 2005, there were a limited number of Crystal Reports available for use. Currently, there are well over 400 Crystal Reports that staff use to access data which had previously been unavailable. While this is not the preferred “convenient front-end, report writing tool,” the district is using it until a better solution can be identified and implemented after a data warehouse is up and running.

College report needs and information are being shared in the Research Work Group, with the sources and formats discussed and, where applicable, designs are being developed. The following reports have been completed:

- FTES (Full-Time Equivalent Student) and Distance Education reports to the Board of Trustees;
- ARCC presentation to the board in September by the Modesto Junior College Vice President of Student Services and the Columbia College Vice President for Student Learning;
- Mandatory Matriculation report;
- Placement Test Validation and Basic Skills Reports in terms of methodology and data sources; and
- Requests from outside sources, e.g., *The Modesto Bee*.

These activities are currently continuing, but in lieu of a complete data warehouse system, the Research Work Group and members of Information Technology are discussing an interim stage of using MIS Referential Files of data. The data are sent to the California Community College Chancellor’s Office to be used on the CCCCO Data Mart website. These Referential Files are now being made available to California community colleges for immediate research request needs. These Referential Files are powerful and include derived elements that the colleges have not had access to in the past.

√ ***Fully Implemented/Completed***

14. The College President, working with the College Council, will establish effective practices for the operation of the Office of College Research and Planning.

Since June 2007, the College President and the College Council have had discussions concerning the operation and functions of the Office of College Research and Planning. With the assistance of an experienced Interim Director of Research and Planning and an experienced research analyst, the College President and the College Council have established effective practices for the

Office of College Research and Planning. For example, these researchers, as a part of the Yosemite Community College District Research Work Group, have developed a protocol, guidelines, and a research request form that are accessible on the District Research and Planning website. These documents assist in addressing research requests from faculty, administrators, and staff that assist the Office of College Research and Planning in prioritizing and completing projects in a timely manner. The College President and College Council as well as their counterparts at Columbia College and Central Services have discussed and approved these procedures. The members of the Research Work Group continue to work collaboratively by holding meetings on alternating campuses, by attending conferences and training workshops together, and by discussing current issues on the telephone and via e-mail.

√ ***Fully Implemented/Completed***

15. The Office of Instruction and the Office of Admissions and Records will fully implement the Degree Audit program.

√ ***Partially Implemented/Completed***

16. The College President, working with the Academic Senate, will create a group, or assign to an existing group, the task of coordinating and improving the assessment of the evaluation processes for programs and services. This group will be incorporated into the College committee and decision-making structure.

√ ***Fully Implemented/Completed***

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to insure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

PLANNING AGENDA

- 1. The Virtual Classroom Committee will develop a proposal and rationale for hiring an online instructional designer, and the proposal will be prioritized through the College planning and budget process.**

The Virtual Classroom Committee has not developed a proposal for hiring an online instructional designer. The Virtual Classroom Committee has decided after a review (including looking at distance education models at other institutions) that an internal reorganization is needed to maximize the institutional effectiveness of distance education at Modesto Junior College. There is currently a draft resolution for the Academic Senate to consider that recommends the dissolution of the Virtual Classroom Committee and the creation of a new work group called the Distance Education Work Group.

√ ***No Longer Relevant to the MJC Mission/Vision***

- 2. The Virtual Classroom Committee will develop instruments and guidelines for evaluation of online instruction.**

The Virtual Classroom Committee has developed instruments and guidelines for best practices in teaching online. However, there have been some problems in the widespread use and implementation of these guidelines. In 2007/08, Virtual Classroom Committee worked with the Yosemite Faculty Association to develop

separate evaluation forms for both student and faculty evaluations of online instruction. These additions to the evaluation process at Modesto Junior College were ratified by the faculty in June 2008 and will be implemented in the Fall 2008.

√ ***Fully Implemented/Completed***

- 3. The District Research Manager and the Director of College Research and Planning will organize the information resulting from research and planning into a clearinghouse for data related to student learning needs and outcomes.**

The District Research Manager position no longer exists. There is now a District Director of Research and Planning. Currently there is the Yosemite Community College District Research Work Group, which includes the District Director of Research and Planning, the Columbia College Director of Research and Planning, the new Modesto Junior College Director of Research and Planning, and the Modesto Junior College Research Consultant. The Modesto Junior College Research Analyst position is currently vacant.

Each college's faculty-led and faculty-driven Student Learning Outcomes Assessment Plan has been separately developed. There is preliminary discussion at Modesto Junior College concerning the development and storage of research related to student learning outcomes. Part of this discussion will include the Modesto Junior College Research and Planning Office. As a result of those discussions, the members of the Research Work Group will be asked to assist each college in its need for a repository of all the student learning outcomes data.

√ ***Partially Implemented/Completed***

- 4. The College Council will establish a review process that includes faculty input before decisions are made about construction and modernization of instructional facilities funded by Measure E.**

In 2007/08, College Council charged the Facilities Committee with providing a venue for review and discussion of construction/modernization plans for Measure E-funded instructional facilities. In addition, the College President set up a bi-monthly meeting with the construction management firm (Kitchell) and the college community. Information regarding Measure E construction is shared with college faculty, staff, administrators, and district personnel.

√ ***Fully Implemented/Completed***

- 5. The College will gather more data on the impact of implementing student learning objectives and engage in an active discussion with faculty both at the College and across the state on their results with student learning outcomes.**

The College identified and selected a new Student Learning Outcomes Coordinator for 2008/09. In addition, course-level student learning outcomes were developed for each course at Modesto Junior College and every course syllabi contains student learning outcomes. Consultants were hired to assist in the college conversation, an assessment coordinator was identified, and numerous workshops were held for faculty to assess student learning outcomes. Presentations were made to the Yosemite Community College District Board of Trustees in October 2007 and June 2008 on the progress of Student Learning Outcomes. The Student Learning Outcomes Coordinator will attend a statewide Student Learning Outcomes Coordinator conference in Anaheim in October 2008.

√ ***Fully Implemented/Completed***

- 6. The College Curriculum Committee will review the presentation of program course sequencing in the College Catalog so that course patterns are clear to students.**

See Curriculum Committee minutes regarding programs and catalog production discussions. See also the new Title V changes and board adoption of those changes.

√ ***Fully Implemented/Completed***

- 7. The Curriculum Committee will review the language of the Curriculum Manual to make the document more user-friendly.**

The Curriculum Committee leadership group has reviewed and revised the material present in the curriculum manual and supports an annual training for new and continuing curriculum representatives in the fall to facilitate the curriculum process.

√ ***Fully Implemented/Completed***

- 8. The College Council will strengthen Program Review and its link to the Educational Master Plan.**

Please see Standard I.A.3.

√ ***Fully Implemented/Completed***

- 9. The College, relying on the Academic Senate and its Student Learning Outcomes Committee, will continue to move purposefully in the direction of developing and assessing Student Learning Outcomes for all courses and programs. The College will set a timetable for implementing Student Learning Outcomes and will monitor progress at least annually.**

√ ***Fully Implemented/Completed***

- 10. The Director of College Research and Planning will explore viable options for measuring long-term success of graduate completers and leavers in each vocational area.**

One discussion that the Yosemite Community College District Research Work Group continues to have is exploring ways to measure long-term success of college completers. Results of these discussions include identifying the following sources for transfer data:

- National Student Clearinghouse
- California State University Analytics
- Economic Modeling Specialists, Inc. (EMSI) Strategic Advantage Career Pathways

√ ***Partially Implemented/Completed***

- 11. The Director of College Research and Planning will explore viable options for determining the employability of graduates in each vocational area.**

The Yosemite Community College District Research Work Group has identified and used Economic Modeling Specialists, Inc. (EMSI) Strategic Advantage Economic Forecaster for projecting occupational trends in the 11-County Central Valley area for its vocational graduates. In Fall 2007, the Modesto Junior College Research Analyst provided the instructional deans with occupational projections for their departments that offered low-unit certificates. The Research Work Group has also discussed creating and using a post-graduate survey.

√ ***Fully Implemented/Completed***

- 12. The Academic Senate will explore a policy requiring a syllabus for each course that contains specified components, such as learning objectives.**

The Modesto Junior College Academic Senate has developed a process/procedure for course syllabi and the Yosemite Community College

District Board of Trustees passed a course syllabi policy in August 2008. For the past two semesters, the Academic Senate has been offering a workshop for faculty during Institute Day breakout sessions on best practices in developing course syllabi.

√ ***Fully Implemented/Completed***

13. The College will continue beta-testing Degree Audit, an online program that students can access to check their progress in completing degree requirements.

√ ***Not Implemented At This Time***

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

PLANNING AGENDA

- 1. The Student Services Department, working with the college, will develop and implement a “one-stop” approach to student services delivery.**

The College has modified its one-stop viewpoint to a philosophy of centralization. A new Student Services Building will be located adjacent to College Avenue on the north side of the campus. Student Services will remain in the Morris Administration building, the renovated/rebuilt library, the Student Center, and the new facility. Some consolidation will be made when the new facility is constructed, but full centralization will not be realized.

√ ***Fully Implemented/Completed***

- 2. The College will hire more counselors.**

The Counseling Division Program Review has identified the need for five additional general counselors. The Athletic Department has a need for a designated athletic counselor. The College is hiring a temporary (one year) full-time Basic Skills Counselor with the possibility of the position becoming permanent in the future.

√ ***Partially Implemented/Completed***

- 3. Student services programs and staff will be evaluated based on the approved timeline.**

The program review process for student services has been fully developed and implemented and all program areas have completed a review. All staff are evaluated according to the timeline established by the Human Resources Department.

√ ***Fully Implemented/Completed***

- 4. The Dean of Counseling and Student Services will assign a counselor to each Division. The counselor will be expected to keep abreast of the latest information on policies and curriculum in that Division and bring that information back to the Counseling Department.**

The Dean has assigned liaison counselors to each academic division. The counselor attends meetings and confers regularly with the instructional faculty in the assigned division.

√ ***Fully Implemented/Completed***

- 5. The College will continue to explore the implementation of the recommendations put forth in the Disabled Student Programs and Services Issue Paper aimed at improving access and centralizing services.**

The College remains committed to the centralization of services for students with disabilities. Plans are being made to consolidate most all Disabled Student Programs and Services operations into the new student services facility. The issue paper recommended three actions. The campus has established a shuttle service between East and West campuses that is accessible to students with disabilities. The functions of alternate media services have moved into an area with greater space (Student Center), and the current Disabled Student Programs and Services office has reorganized its space for better utilization. The Disabled Student Programs and Services program has crafted an agreement with the Journalism Department to use an adjacent space during the end of the semester when alternative testing arrangements become impacted. Other additional space has not been allocated to Disabled Student Programs and Services, nor has any temporary structure been constructed. With the construction of the new student services building, most all Disabled Student Programs and Services staff and functions will originate from one location on the East campus. The High-Tech Laboratory on the West Campus will remain a multifunctional space.

√ ***Fully Implemented/Completed***

- 6. The Office of Instruction will continue to oversee the next stage of improvement of the catalog. The organizational format and visual display of the catalog will be changed so that it is easier for the user to find necessary information.**

From the perspective of Student Services, the Instruction Office has assigned competent, trained staff to format and produce the college catalog and class schedule. Recommendations for improvement and other corrections from Student Services staff members are gathered and incorporated into each production of the catalog and schedule. The catalog and class schedule remain the primary source of information for students and the community.

√ ***Fully Implemented/Completed***

7. The Associated Students of Modesto Junior College and the Student Development Office will pursue alternative methods of distributing information in addition to the Student Bulletin.

The Associated Students of Modesto Junior College distribution plan outside of the Student Bulletin includes, but is not limited to webpage updates, student emails, inter-District email, regular mail, text messaging, phone banking, radio announcements, community newspapers and focus group outreach, bilingual announcements, classroom presentations, and student coffee hours.

√ ***Fully Implemented/Completed***

8. The Vice President of Student Services will create incentives for students to complete orientation, such as early registration appointments for fully matriculated students.

The College has instituted the StartSmart Program designed to provide an incentive to students for completing the matriculation components of assessment, orientation, and advisement. The Dean of Admissions/Records and Matriculation took the lead on developing this process. Student registration dates are advanced for those electing to fully complete these components. Although the program has only been in operation for two years, the College saw an increase in student participation in the second year and expects the upward trend in participation to continue. The program was developed in response to criticism from local high school districts that newly graduated students were locked out of classes due to the late scheduling date of their registration appointments.

√ ***Fully Implemented/Completed***

9. The Vice President of Student Services will identify the extent needed to expand services to evening, weekend, online, and off-campus students.

The Vice President of Student Services has set a goal of offering services to students until 7:00 p.m. (Monday – Thursday) for each department. Over time, it is expected this goal will be obtained, but at present it remains unmet. Services to students have been expanded in the Counseling Division, Extended Opportunity Programs and Services, Disabled Student Programs and Services, Financial Aid, and Admissions. These offices now offer services to evening students during the fall and spring semesters until 7:00 p.m. Health Services has expanded office hours during the day. Until the weekend college instructional program has been fully developed, student services expansion to fill this need will remain challenging. Many student services departments are able to serve evening and weekend students through special arrangement or through online assistance. Online advising is available to students through an email system as

are services through other departments. The off campus program being developed for the Patterson site contains plans for basic student services.

√ ***Fully Implemented/Completed***

10. The Vice President of Student Services, working through the Educational Master Plan process, will develop regular evaluation processes in each of the student service units.

In cooperation with Student Services staff, a program review process has been developed and instituted. Each program area has completed its initial review and will be reviewed on a continual four year basis. These reviews have been linked to the Modesto Junior College Strategic Plan 2008-2013 and will be further linked with the budgetary process. The full institutionalization and linkage of program review and budget is developing.

√ ***Fully Implemented/Completed***

11. The College will use more web-based surveys such as the Community College Survey of Student Engagement (CCSSE) to assess student needs and engagement.

The College has completed its first administration of the Community College Survey of Student Engagement. Initial data pertinent to student services has been incorporated into the program review format developed for student services. The benchmark data gathered from the initial administration will set a base for further data collection. The college will complete its second Community College Survey of Student Engagement (CCSSE) administration in 2008 – 2009. The student services program review process utilized a web-based survey.

√ ***Fully Implemented/Completed***

12. The Dean of Instructional Services will explore the possibility of organizing a presentation at Institute Day to increase faculty and staff awareness of Modesto Junior College's student support services. The Dean will also explore the possibility of using classrooms as vehicles to disseminate information about student support services.

In consultation with the Institute Day Task Force, the Dean of Instructional Services determined the most efficient manner to distribute Modesto Junior College's student support information was by engaging faculty participation in distributing a binder insert. The Office of Student Success developed and printed the informational binder insert card that was distributed to each faculty member. Each faculty member received a sufficient number of copies for distribution to each student. The binder insert was an assemblage of all student and learning

support services. This practice has been repeated each semester for the past five years.

√ ***Fully Implemented/Completed***

13. The Associated Students of Modesto Junior College and the Civic Engagement Committee will develop, promote, and execute activities that will emphasize one civic engagement theme per semester.

Student leaders participate on the Modesto Junior College Civic Engagement Committee and the Modesto Junior College Diversity Committee, which plan and organize at least one lecture series, student forum, or campus event per semester. These events are aimed at increasing social awareness and civic engagement. Student organizations participate in community volunteerism projects that prepare them for city, state, and governmental leadership opportunities. These projects promote civic engagement outside of the classroom.

√ ***Fully Implemented/Completed***

14. The Director of College Research and Planning will conduct or oversee systematic studies of the effectiveness of all of our support services. This can be followed by research to determine the extent of awareness on the part of residents in our service area of those programs demonstrated to be efficacious.

The Vice President of Student Services in cooperation with selected staff from key areas in the division developed a program review process for all Student Services components. The process incorporated five components that were designed to collectively assess effectiveness. The components of the process were self-evaluation documents, surveys for students and staff, the Community College Survey of Student Engagement (CCSSE) results, and Student Learning Outcomes.

√ ***Fully Implemented/Completed***

15. The Vice President of Student Services will explore options to increase student participation on campus committees. Some of these options include publishing a schedule of meeting times for campus committees so that students may plan their class schedules accordingly, making participation on campus committees a requirement for the Student Leadership class, and offering a stipend to students who participate regularly on campus committees.

A list of campus committees was prepared and distributed to the Associated Students of Modesto Junior College Executive Committee and Associated

Students of Modesto Junior College Senators. The list was also distributed to the students enrolled in the Student Leadership Class. Student stipends were increased to better attract and retain student leaders to serve on campus committees.

√ ***Fully Implemented/Completed***

16. The College will conduct a comparative study of Modesto Junior College students who make use of counseling services versus those who do not to determine the effect of counseling services on persistence, transfer, and graduation rates.

The College has not completed this comparative study. Most research conducted in higher education concerning counseling services indicates that the connection students make with a counselor are advantageous for retention, persistence, and success. With the onset of Datatel, the College was expecting to have this data readily available. The absence of a data warehouse to allow access to necessary information has effectively pre-empted this agenda item, though this data may soon be available due to the creation of the Yosemite Community College District Research Work Group.

√ ***Partially Implemented/Completed***

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

PLANNING AGENDA

1. **The Library Director, faculty, and staff will advocate for proposals in the Educational Master Plan process to increase budget for staff and materials.**

Program Review has been completed for Learning Resources instructional programs. This review clearly identified the need to replace a librarian position.

√ ***Fully Implemented/Completed***

2. **The College will hire two full-time librarians, a West Campus Librarian and a Systems Librarian.**

Four years ago the college hired a West Campus Librarian and a Systems Librarian. Both of these librarians will receive tenure in Spring 2009.

√ ***Fully Implemented/Completed***

3. **The Library Director, faculty, and staff will develop a systematic and objective process for measuring the sufficiency of the collection, applying the National Standards.**

Library staff have recently begun to use our library system, Sirsi, to evaluate the age and use of our collection. National Standards do not take into account the shift from paper to electronic resources; however, the library is very close to having the number of volumes recommended for the Full-Time Equivalent Students (FTES) that the college has. The collection is still out of date, though we continue to delete out of date materials and to add new titles that support the curriculum. This has been made possible because of a budget augmentation to divert money from paper to electronic resources.

√ ***Fully Implemented/Completed***

4. The Library will begin collecting data on achievement of identified Student Learning Outcomes.

The library faculty has identified Student Learning Outcomes across all courses. Success and retention rates can be extrapolated to show that Student Learning Outcomes are being achieved, since our success rate has gone up the past three semesters.

√ ***Fully Implemented/Completed***

5. The Librarians will continue to assess student traffic in the library and identify peak hours so they can schedule to meet student needs more effectively.

Reference Desk statistics are being tracked to assist in identifying peak hours of use. Based on this data, the Reference Desk schedule seems to be meeting student needs.

√ ***Fully Implemented/Completed***

6. The College will build a new library on East Campus.

The college recently submitted a Full Project Proposal to the State for funding for a new library. The plan is to demolish the 1967 building and build a new one on the same site.

√ ***Fully Implemented/Completed***

7. Writing Center and Center for Learning Assistance staff will provide better feedback to faculty about student use of these services.

At the completion of each tutoring session at the East and West Campus Writing Centers, each student's participation is recorded. Each week, faculty are informed through a roster sent by campus mail of the names of their students who participated that week. Records with more specific information about the content of each tutorial is kept in the Writing Centers, so faculty have access to more detailed information, in consultation with Writing Center staff, should they desire it.

The Centers for Learning Assistance can follow this model for communicating with faculty and make adjustments to the model so that the feedback fits the services provided. Faculty will be informed of student participation on a weekly basis.

√ ***Fully Implemented/Completed***

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes to improve institutional effectiveness.

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

PLANNING AGENDA

- 1. The District will strengthen the recruiting process through aggressive distribution of materials and staff recruiting trips.**

The Human Resources Office has not previously been directly involved in adjunct hiring. Within the past two years, the college has initiated and implemented two adjunct job fairs on campus. Faculty and staff continue to participate in statewide job fairs and staff diversity funds have been used to send faculty on recruitment trips to national conferences. The college continues to advertise in the *Chronicle of Higher Education* and targeted professional publications.

√ ***Fully Implemented/Completed***

- 2. The College will identify and prioritize staffing and supply needs as new buildings are constructed.**

The College is developing, as part of the mid-term and special accreditation report, a comprehensive plan for the East and West Campuses which will include the long term staffing needs for each division. Program Review, as part of the Accreditation/Institutional Effectiveness Committee and integrated with the Planning and Budget Committee, will help to inform staffing needs in future.

√ ***Fully Implemented/Completed***

3. The District will adequately staff the Human Resources unit.

This plan has been suspended due to transition in leadership at the district level. The new Chancellor is reviewing the district organizational chart to verify staffing levels in Central Services.

√ ***No Longer Relevant to MJC Mission/Vision***

4. The District and College will strengthen the training process for screening committee members.

The Human Resources Office is rewriting the district hiring procedures. The new hiring procedures will include an Equal Employment Opportunity representative on each search committee for full-time and contract staff. Training has been provided for all Equal Employment Opportunity representatives.

√ ***In Progress***

5. The Academic Senate and the Instructional Administrators' Council (IAC) will continue to improve the Hiring Prioritization Process.

A joint taskforce of Academic Senate and Instructional Administrators' Council representatives will review the Hiring Prioritization Process and recommend changes and modifications.

√ ***No Longer Relevant to MJC Mission/Vision***

6. The College will consistently use the approved form for administrator evaluations.

Approved forms are currently being used for administrative evaluations. The Chancellor has requested that the colleges consider a new 360 administrative evaluation process.

√ ***In Progress***

7. The College and District will establish an accountability system to track dates of administrators' evaluations.

Staff has been identified in the Chancellor's Office to coordinate, disseminate, and track administrative evaluation materials that have been sent to/received from the colleges. The President's Office will be responsible for monitoring the process and verifying completed evaluations.

√ ***Fully Implemented/Completed***

8. The District and Leadership Team Advisory Council (LTAC) will improve the administrative evaluation process.

This is currently under review and consideration with the District and Leadership Team Advisory Council.

√ ***Fully Implemented/Completed***

9. The Instructional Administrators' Council will develop a process to ensure a consistent and confidential manner to collect the results of student evaluations of faculty forms.

A process has been identified and implemented.

√ ***Fully Implemented/Completed***

10. The District and the College will work diligently to resolve budget challenges and fill needed classified staff positions.

The state revenue shortfall and decline in enrollment has been attributed to budget reduction. In Fall 2008, the College has now regained its revenue base and is experiencing a period of growth. The College is developing a long-range staffing plan in all component areas in consultation with the classified bargaining unit.

√ ***In Progress***

11. The Human Resources office will institute the use of lock bars on personnel file cabinets as an industry standard to ensure confidentiality.

Human Resources file cabinets are locked and fire proof. All doors have been re-keyed.

√ ***Fully Implemented/Completed***

12. The Human Resources office will institute presentations and dialogues regarding existing and improved provisions for security and confidentiality of personnel information.

Human Resources will have meetings with the administrative assistants, Instructional Administrators' Council, and Student Services Council.

√ ***In Progress***

13. The College will expand the Beyond Tolerance Initiative and related activities to extend the college climate of inclusion, particularly to students.

The Beyond Tolerance Initiative is currently an inactive program.

√ ***Inactive Program***

14. The College will assess faculty and staff development needs.

The college continues to plan, organize, and coordinate staff development activities for all groups. A needs assessment instrument and process has not been identified, though under the new institutional shared governance re-organization, a new Modesto Junior College Professional Development Standing Committee has been created.

√ ***Fully Implemented/Completed***

15. The College will develop a Staff Development Plan that supports the breadth and creativity of staff development at the department level.

A plan has not been developed.

√ ***In Progress***

16. The College will regularly evaluate staff development activities.

Evaluations of fall and spring Institute Day professional development activities have been completed. Requests for conferences and travel now include a report to be submitted.

√ ***In Progress***

17. The College will replace classified staff members as needed.

Please see Standard III.A.2.

√ ***In Progress***

STANDARD III: RESOURCES

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

PLANNING AGENDA

- 1. The District and College will carry out the Facilities Master Plan, estimated to cost \$600 million, beginning with the projects to be funded by the \$326 million from Measure E.**

The architectural firm *bfgc Architecture* was hired by the District to complete a Facilities Master Plan for Modesto Junior College and the plan was presented to the Yosemite Community College District Board of Trustees on June 13, 2007. The Board approved the budget and site maps for Phase 1 Measure E Projects and voted 7-0 to continue and postpone further discussion on Volumes 1 and 2 of the Modesto Junior College Facilities Master Plan. Please see the following website for discussion minutes:

<http://www.yosemite.edu/trustees/06.07%20JUNE%20%20MINUTES.pdf>

The remainder of the Facilities Master Plan was presented and accepted at the August 13, 2008 Yosemite Community College District Board of Trustees meeting, and can be viewed at the following two websites:

<http://www.yosemite.edu/bond/mjc/Draft%20Master%20Plan%2012-07.pdf>

<http://www.yosemite.edu/bond/mjc/Facilities%20Master%20Plan%20Volume%202.pdf>

√ ***Fully Implemented/Completed***

- 2. The District will assess the safety needs of both East and West Campus and prioritize resources to reach needed service levels.**

The District has implemented a "Work Order" module on Datatel where all approved users can input safety related work orders. Safety related work orders receive the highest priority by Facilities Planning and Operations.

√ ***Fully Implemented/Completed***

- 3. The College Council will ensure that off-campus leased sites are included in College planning and service delivery.**

Off-campus leased sites are included in the Facilities Master Plan.

√ ***Fully Implemented/Completed***

- 4. To strengthen the Educational Master Plan process, a new software program has been developed and will be distributed to the managers in December 2004.**

Modesto Junior College underwent a research and planning process to prepare a ten-year Educational Master Plan for the college in Fall 2006. Modesto Junior College retained Educational Planning Associates in partnership with Professional Personnel Leasing, Inc. to do the research and prepare an Educational Master Plan report and recommendations. The final report was presented by consultant Grace Mitchell to Modesto Junior College's College Council and Instructional Administrators' Council on Monday, February 5, 2007, and to the whole college community on Tuesday, February 6, 2007. The Educational Master Plan report was presented and accepted by the Yosemite Community College District Board of Trustees at their meeting on Wednesday, February 21, 2007. Please view at the following website:

<http://www.mjc.edu/news/educationmasterplan.html>

To strengthen the Educational Master Plan process the District Research Office developed software called a Unit Planning Tool (UPT). Please see at below website:

<https://yos-crpt-01/UPT/Login/Login.aspx>

The software ties projects to Mission Focus, Funding Categories, and the District's Vision 2010 "Creating Our Future."

√ ***In Progress***

- 5. The Measure E Coordinating Committee, under the guidance of the College Council, will continue to orchestrate effective and efficient planning.**

The Measure E Coordinating Committee was transitioned into the Facilities Committee. The Facilities Committee is comprised of representatives from each of the Measure E Project Committees and has the charge of providing information to the college regarding each of the different construction projects at the campus.

The Facilities Committee posts meeting minutes online:

<http://www.yosemite.edu/bond/mjc/committee/default.asp>

√ ***In Progress***

6. The College will implement the new remodel project approval process.

The following process has been developed by the Campus Development Committee:

Procedure

All proposals begin with a written project summary submitted to the appropriate unit manager. The project summary should include but not necessarily be limited to the following items:

- A thorough description of the College activity that will be conducted in the space once the project is completed, including those who will typically use the facility (students, staff, community members, etc);
- Conceptual drawings or narrative addressing the structure's interior, exterior, and location, as well as any special considerations relating to utilities (e.g. electrical, plumbing, heating/cooling), disabled person access, or security. (As a precautionary measure, the proposal writer will consult with the District Office of Facilities Planning & Development in preparing conceptual drawings or narrative. More detailed drawings and specifications will be provided later by that office or their contracted services.)
- Other programs and/or staff that may be affected by the project, including the results of preliminary consultation with those affected;
- Approximate cost; and
- Source of funding, including anticipated donors of cash and/or in-kind contributions. (NOTE: It is important that this information be provided and discussed with the College President prior to any contact being made. Solicitations to all individuals or organizations, within or outside the community, must be made with full knowledge of the context of other recent, current, or planned solicitations.)

The unit manager submits the project summary to the chair of the Campus Development Committee.

The unit manager and available staff associated with the project attend the Campus Development Committee meeting to present and discuss the proposal. The Committee may ask that additional information be provided before or at the second meeting.

Prior to the second Campus Development Committee meeting at which the proposal is discussed, College and District representatives of the Committee confer with the appropriate internal individuals and constituent groups, as well as any external sources required, such as the District architect.

The Chair will notify the unit manager when the proposal will be scheduled for its second meeting of the Campus Development Committee. Typically, only the unit manager needs to attend. While there is no guarantee the final Committee decision should be made at this meeting.

Once the Campus Development Committee gives its approval, the project is recommended to the College Council.

After College Council reviews, the President will forward his/her recommendation to the applicant and the Director of Facilities Planning & Operations.

√ ***In Progress***

7. The College will use the Educational Master Scheduling software and data warehouse to improve facilities utilization.

Modesto Junior College purchased ClassTracks to help improve facilities utilization. ClassTracks facilitates course scheduling for the two and four year colleges and universities. Discipline, course, room, and instructor reports help to balance resources. Cross semester analysis aids in developing schedules with time and day diversity. The full system allows students to request courses in order to offer a schedule which will better meet the needs of the students. Using past semester data and student input when available, the system will also generate a full schedule which minimizes conflicts and maximizes student needs. For more information, please visit the college intranet:

<http://65.103.174.105/ModestoJuniorCollege/>

√ ***Fully Implemented/Completed***

8. The College Council will create a process by which the College will be able to share District guidelines for the prioritization of work orders.

The District has implemented a "Work Order" module on Datatel where all approved users can input work orders. During the training of staff on the use of the work order system, the prioritization was given as "Safety," "ADA," "Routine," and "Modernization."

√ ***Fully Implemented/Completed***

9. The College will create and implement a Strategic Plan that will integrate the processes of planning, allocating resources, and conducting evaluation.

Modesto Junior College has created a Strategic Plan which was distributed to the college community on Fall Institute Day 2008.

√ ***Fully Implemented/Completed***

STANDARD III: RESOURCES

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

PLANNING AGENDA

1. Modesto Junior College will complete the Technology Strategic Plan and include it in the College Strategic Plan.

The Instructional Technology Committee (ITC) completed the Technology Strategic Plan in October 2007. The plan is available for review at the Modesto Junior College website:

<http://virtual2.mjc.edu/mjcinstruction/Technology/technology.htm>

√ ***Fully Implemented/Completed***

2. The College will develop clear processes and procedures for ongoing funding of technology.

The importance of establishing a clear process and a set of procedures for the funding of technology has been recognized as an important goal in the recently completed Technology Strategic Plan. While no written set of procedures currently exists, the importance of establishing these procedures has been acknowledged by the Modesto Junior College Strategic Planning Committee.

√ ***In Progress***

3. The College will explore the expansion of wireless network capability.

Currently, the wireless network has been expanded to include approximately 60% of the geography of the Modesto Junior College East and West Campuses. Since the initiative is being implemented by both College and District staff, funding sources must be identified in order to purchase the necessary equipment needed to allow for 100% coverage and to provide the staff necessary to implement further expansion.

√ ***Fully Implemented/Completed***

4. The Instructional Technology Committee (ITC) will develop a plan for centralized tracking of licensing for software and include it in the Technology Strategic Plan.

While this has been identified as an important goal in the Technology Strategic Plan, it is not currently operational. During the Fall 2008 semester, the Instructional Technology Committee will be making recommendations to the leadership team on how to go about accomplishing this goal.

√ ***In Progress***

5. The College will expand training opportunities for faculty and staff.

As yet, a source of additional technology training funds has not been identified. This must be addressed as part of the “processes and procedures” for the ongoing funding of technology. During the Fall 2008 semester, the Instructional Technology Committee will be making recommendations to the leadership team.

√ ***In Progress***

6. The College and District will establish software site licensing procedures that will be overseen by Modesto Junior College Technology Services.

The Instructional Technology Committee has been exploring options for expanding the current list of site-licensed software products to include Adobe products. Currently the District licenses Microsoft server products and the Office Suite for all District faculty and staff for use on campus. The District Purchasing Department is working with the California Community College Foundation in order to achieve this goal.

√ ***In Progress***

7. College units with technology needs and responsibilities will attempt to employ additional personnel to meet technological needs.

Staffing needs were addressed in the October 2007 Technology Strategic Plan. While some progress has been made in meeting the staffing goals addressed in the plan, additional positions await funding. The college is currently in the final stages of hiring a college webmaster, which was one of the positions described in the Technology Strategic Plan.

√ ***Fully Implemented/Completed***

8. The College will evaluate and make identified improvements in technology management and lines of communication.

The College now participates in the District Technology Coordinating Committee which was established to improve communication among the campuses and between each campus and the staff at District Technology Services. Meetings take place at least once a month.

√ ***Fully Implemented/Completed***

STANDARD III: RESOURCES

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

PLANNING AGENDA

1. **The District and College will make budget and account information widely available.**

The District has reviewed the allocation of resources and has made it widely available throughout the District, as viewed at the following website:

<http://www.yosemite.edu/fiscalservices/budgetallocationtaskforce.htm>

The College's Budget and Planning Committee was formed. The committee meets regularly and posts information online:

<http://www.mjc.edu/president/Budget.html>

The budget and current financial updates are presented to the College Council and President's Cabinet.

√ ***Fully Implemented/Completed***

2. **The District Council will develop and implement a process for wide input into the development of the District and College budgets and will establish a clear resource allocation model.**

The District Council formed a Budget Allocation Taskforce to establish a clear resource allocation model, now posted online:

http://www.yosemite.edu/fiscalservices/budgetallocationtaskforce_files/BAT%203-06-07%20rom.pdf

√ ***Fully Implemented/Completed***

- 3. The District and Modesto Junior College will improve the Educational Master Plan process by improving the extent and quality of input by all constituents and by evaluating the effectiveness of the Educational Master Plan to determine if it is serving the true purpose that it was intended to meet.**

√ ***In Progress***

- 4. The District will include safeguards in future consultant contracts.**

All contracts need approval of the Executive Vice Chancellor and are reviewed for termination / expiration clauses.

√ ***No Longer Relevant to the MJC Mission/Vision***

- 5. The District will limit management functions to those directly selected and employed by the District.**

√ ***No Longer Relevant to the MJC Mission/Vision***

- 6. The District and Modesto Junior College will create an integrated program review, planning, budgeting, and evaluation mechanism to measure the effectiveness of financial resources use.**

The District and Modesto Junior College have prepared strategic plans and program review documents and have conducted staff and student surveys. The strategic plans for both the District and Modesto Junior College correlate with each other and planning and allocation of resources will be tied to the strategic plan and program review documents.

√ ***No Longer Relevant to the MJC Mission/Vision***

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

PLANNING AGENDA

- 1. The Modesto Junior College Foundation will seek additional funds for faculty and staff development in order to improve service to students.**

The Modesto Junior College Foundation is currently going through a reorganization and transition. A new Executive Director position has been advertised, and the overall operational plan is under review. A new strategic plan for the Foundation will be developed and priorities will be established in the 2008/09 year. Faculty and staff development funding will be documented in the program goals.

√ ***In Progress***

- 2. The College Council will review the extent of participation of all groups in the Educational Master Plan process and suggest improvements to achieve wider involvement in planning activities for the College.**

The College Council reviewed all governance committees, committee responsibilities, and membership in Spring 2008.

√ ***Fully Implemented/Completed***

- 3. The College Council and the President's Cabinet will be more diligent in providing reports of outcomes resulting from improvements in campus processes.**

College Council agendas and minutes have been modified. The President's website has been redesigned to post and update all governance committee

agendas and minutes. The President distributes electronically a monthly summary of all cabinet meeting discussions to the college community.

√ ***Fully Implemented/Completed***

4. Constituent representatives will be more diligent in reporting back to their groups about the outcomes of changes in college process.

Roles and responsibilities of committee members are discussed at the beginning of the academic year in all college governance groups. The College Council meetings have been modified to ensure constituent voices are heard related to agenda items. The College Council has identified four major institutional priorities for 2007-2009. The second hour of each meeting is dedicated to open discussion of these priorities.

√ ***Fully Implemented/Completed***

5. The College and District Councils will consider the implementation of a formal process to evaluate shared governance processes and decision-making structures.

Since this planning agenda was completed, both College and District Councils have had a change in leadership and chairpersons. Both councils have been undergoing review and restructuring. There has yet to be a discussion on a mutually agreed upon evaluation process. The College Council and District Council have identified the importance of making both groups more effective. The District Council also revised its charge and modified the agenda and minutes format. There will be an end of year evaluation.

√ ***Fully Implemented/Completed***

STANDARD IV: LEADERSHIP AND GOVERNANCE

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, the institution recognizes the designated responsibilities of the governing board for setting policies and of the chief administrator for effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

PLANNING AGENDA

1. A Board committee will adopt an improved board self-evaluation policy.

The Yosemite Community College District Board of Trustees adopted and revised the self-evaluation in 2007/08 and used the instrument in its self-evaluation for the first time in June 2007.

√ ***Fully Implemented/Completed***

2. The Board will establish a means by which Trustees will receive better quality and greater quantity of information from the Chancellor.

The Chancellor conducts regularly scheduled retreats with the board. The board has had discussions on ways that information may be presented and the structure and format of agendas in order to define a more efficient and clear process for dissemination of information in a timely manner.

√ ***Fully Implemented/Completed***

3. A Board retreat will be planned for the purpose of informing the Board on accreditation matters, including the progress of the Student Learning Outcomes initiative.

The board agenda has been modified to include a standing "Accreditation Reports" item.

√ ***Fully Implemented/Completed***

4. Under the leadership of the President, Modesto Junior College will establish and implement a strategic planning process that guides the college priorities and direction.

The Modesto Junior College Strategic Plan 2008-2013 was completed in April 2008.

√ ***Fully Implemented/Completed***

- 5. At the direction of the President, Modesto Junior College will utilize the skills and talents of the Director of College Research and Planning more effectively.**

The Research Office has been reorganized with the director reporting to the Dean of Instructional Services. A Research Analyst position has also been added. Goals and priorities have been established and a research project list developed.

√ ***Fully Implemented/Completed***

- 6. The District and Modesto Junior College will create a clear statement of delineation of roles and responsibilities with respect to Central Services and the College. The statement will clarify the relationship between Central Services administrators and college personnel. Strategic conversations will be initiated so that all understand the statement of delineation of functions.**

This is a goal of the new Chancellor. Efforts have been made to increase Chancellor's Cabinet and District Administrative Council meetings.

√ ***In Progress***

- 7. Central Services and both colleges' staff members who share responsibilities will meet regularly so that Central Services staff can learn more about each College's needs and so each college's staff can include Central Services staff more frequently when important decisions are to be made.**

The Chancellor has instituted meetings with Central Services staff once a semester and includes the College Presidents. The Chancellor has also established periodic coordinating meetings with the Public Information Officer and Research/Informational Technology staff to improve coordination and communications.

√ ***Fully Implemented/Completed***

- 8. The District Council will develop a process by which College constituents can infuse College priorities into the District budget.**

The District Council appointed a task force to review the district allocation model. An Executive Summary with recommendations was completed. The Vice Chancellor of Fiscal Services developed a district budget calendar with specific budget assumptions. Modesto Junior College created a college Budget and Planning Committee chaired by the Vice President of College and Administrative

Services. This has most recently been transformed into the Modesto Junior College Planning and Budget Standing Committee, now co-chaired by the Modesto Junior College President and the Academic Senate President. All three Modesto Junior College Vice-Presidents sit on the committee, as well as representatives from all college constituency groups. The college is currently working on a response to Recommendation #7 which will integrate strategic planning and the Educational Master Plan with the budget and establish priorities for resource allocation.

√ ***Fully Implemented/Completed***

9. The District Vice-Chancellors will develop a feedback process for College input to be provided into service priorities.

The Chancellor is reviewing all district contracts and operations. A process is in place to develop a strategic plan for Central Services, and District priorities are being determined. The Human Resources Office is also rewriting the district hiring procedures.

√ ***Fully Implemented/Completed***