

EVALUATION REPORT

Modesto Junior College
435 College Avenue
Modesto, CA 95350

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited
Modesto Junior College on October 24-27, 2005

Dr. Shirley J. Kelly,
Team Chair

Modesto Junior College
 Comprehensive Evaluation Visit Team Roster
 Tuesday, October 25-Thursday, October 27, 2005

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Summary of the Evaluation Report

Name of Institution: Modesto Junior College

Date of Visit: October 24-27, 2005

Chair of Evaluation Team: Dr. Shirley J. Kelly

From October 24-27, 2005, an 11-member accreditation team visited Modesto Junior College for the purpose of validating the college's application for reaffirmation of accreditation. In preparation for the visit, team members studied the Commission handbooks and materials and attended orientation/training workshops conducted by the Accrediting Commission. Team members also carefully read the college's self study and related documents provided by the college. In addition, the team reviewed the previous accreditation report and recommendations as well as the midterm report.

Before arriving on campus, each team member prepared written reactions to the MJC Self Study and related documents and identified inquiries to be made during the visit. Prior to the visit, team members scheduled numerous appointments. On October 24, the team met to collectively review the self study report and finalize preliminary questions and issues to be addressed during the following three days.

During the three-day visit, the team met either individually or in groups with college faculty, classified staff, students, administrators, and governing board members. Team members also visited classes. In addition, team members held two sessions open to all members of the college community. The team very much appreciated the cooperation and candor demonstrated by faculty, staff, and students throughout the visit.

The team identified several areas for particular commendations as follows:

The college and the district for a successful Measure E campaign, which will provide \$326 million to renovate and expand facilities in the district. This is an indication of the strong community support for the college and the willingness of the community to invest in its future.

The college and the district for the Beyond Tolerance Initiative, an exemplary program designed to increase awareness of diversity issues and encourage respect for all students, staff, and community members. The initiative has received accolades throughout the state for its quality and innovation.

The college for its cohesive team spirit and for maintaining a sense of "family" that embraces newcomers and contributes to the accomplishment of the college mission in spite of many personnel changes.

The college for the high level of participation, cooperation, and trust that characterize its decision-making processes. The team hopes that these practices be committed to writing to

make these characteristics stable and reliable.

The college for its many excellent programs and services. In particular, the team noted the energy, enthusiasm, and dedication of faculty and staff. The Agricultural, Environmental Sciences and Technical Education Division is one outstanding example.

The college for its commitment to maintaining a high level of full-time faculty.

The college for the innovative learning support services offered through the Centers for Learning Assistance labs.

The college for the two distance education publications for faculty and students. These are excellent tools for both new and seasoned online learners.

The team makes the following seven recommendations:

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.1, IIB, IIB.3a, IIC.1, IIC.1c, IIIB.1, IIIB.1a, IIIB.2)
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)
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)
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).
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, IIIA.3a, IVA.5)
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; IIIC.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)
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)

Accreditation Evaluation Report for

Modesto Junior College October 24-27, 2005

Introduction

Background: Modesto Junior College (MJC), the larger of two colleges in the Yosemite Community College District, was established in 1921. With the full-time equivalent of 4 instructors and a list of 19 course subjects, Modesto Junior College enrolled its first class of 61 students that year. In 1923, 17 students successfully completed the college program and became MJC's first graduating class. By fall of 2004, the college enrolled over 16,600 students and employed over 500 full- and part-time faculty. Modesto Junior College is now housed on two campuses (East and West) and several off-site locations and has evolved to the fifth largest non-manufacturing firm in the Modesto area and ranks as the seventh largest employer overall.

In 1964, following the state-legislated mandate for the separation of community colleges from K-12 districts, the Yosemite Junior College District was formed, and a Board of Trustees was elected. In 1965, the name Yosemite Junior College District was selected. The name was changed to Yosemite Community College District in 1997. Today, the district consists of Modesto Junior College and Columbia College and serves an area of almost 4,000 square miles.

The most recent comprehensive review was March 2000 when a 12-member team visited the college. The team made six recommendations in the areas of institutional effectiveness and human resources. The college filed a midterm report in November 2002, which was accepted by the commission in January 2003.

Although the college began the most recent self study process in Spring 2003, it was not seriously undertaken until January 2005. Modesto Junior College's Accreditation Self Study Steering Committee members agreed to approach the 2002 Standards through the completion of a "template" for each substandard. Each template provided a framing question and required that an administration/faculty member pair respond to topics including a summary narrative; current status with evidence; strengths, evidence, and themes; weaknesses, evidence, and themes; planning agenda, incorporation, and improvement; and responses to previous recommendations. The Faculty Editor, elected by the Academic Senate, assembled the 41 templates into an initial draft, which formed the basis for the self study descriptive summary. Campuswide forums were held, and the draft was posted on the intranet for comments. The MJC Academic Senate and the Yosemite Board of Trustees approved the final report, which contains both the templates and summary. The team noted that students were not included in the process. The team felt that the use of templates assisted the college in gathering material, but since the templates did not address the standards below the level of major headings, it was difficult to determine if the entire standard had been addressed. Although the college identified many planning agendas, which they intend to incorporate into their planning processes, a number of plans identified in the templates were dropped from the planning agenda without explanation. In some areas the template identified issues that

suggested the need for a planning agenda, yet one was not proposed. The team also noted some inconsistencies between statements in the templates and the summary section of the report. The section on demographic data was very limited, and team members had to look for data elsewhere.

From October 24-27, 2005, an 11-member accreditation team visited Modesto Junior College for the purpose of validating the college's application for reaffirmation of accreditation. In preparation for the visit, team members studied the Commission handbooks and materials and attended orientation/training workshops conducted by the Accrediting Commission. Team members also carefully read the college's self study and related documents provided by the college. In addition, the team reviewed the previous accreditation report and recommendations as well as the midterm report.

Before arriving on campus, each team member prepared written reactions to the MJC Self Study and related documents and identified inquiries to be made during the visit. Prior to the visit, team members scheduled numerous appointments. On October 24, the team met to collectively review the self study report and finalize preliminary questions and issues to be addressed during the following three days.

During the three-day visit, the team met either individually or in groups with college faculty, classified staff, students, administrators, and governing board members. Team members also visited classes. In addition, team members held two sessions open to all members of the college community. The team very much appreciated the cooperation and candor demonstrated by faculty, staff, and students throughout the visit.

Eligibility Requirements: The evidence showed that for the most part the college meets the Eligibility Requirements. However, the college has not identified student learning outcomes for courses or programs (Requirement 8 and 10). In addition, the team was unable to locate a list of faculty roles and responsibilities (Requirement 13).

Previous Recommendations: In general, the college has only partially responded to the recommendations made by the 2000 team. The team noted that although there are a variety of planning documents, no clear connection exists among them or the processes used to develop them (Recommendation 1). The college has engaged in dialog about and training for the development of student learning outcomes but, as yet, has not developed degree, certificate, program or course outcomes (Recommendation 2). The Educational Master Plan (EMP) provides an avenue for making requests, but the self study did not show that the issues of staffing, support services, and programs on the East and West Campuses have been addressed (Recommendation 3). The self study acknowledges that program review does not produce formal, measurable outcomes, nor does the self study indicate that quantitative and qualitative measurements are used campuswide (Recommendation 4). Recommendation 5 regarding a review of evaluation procedures for classified staff has been partially met. The adequacy of administrative and classified staffing levels has not been formally analyzed (Recommendation 6). The EMP, as noted above, does provide a vehicle for requesting additional staff.

The college has not responded to the recommendation from the 2000 Accreditation Team regarding the development of a planning initiative to address the issues of staffing, support

services, and programs on the East and West Campuses. The current team strongly recommends that this initiative be undertaken quickly.

Meeting the 2002 Standards: Based on the self study, documents, and interviews with the Modesto Junior College personnel, the team concluded that the college is in compliance with some parts of Standard 1A and 1B. The mission statement was revised in 2005 and reflects the college's commitment to serving the students and developing learning outcomes. However, the college does not have an integrated system of planning, resource allocation, implementation, and re-evaluation.

The team found that the college meets most of the requirements of Standard II. However, the college has not yet developed student learning outcomes or plans for assessing them at the degree, certificate, program, or course level. The college has engaged in widespread discussion and training but needs to move ahead to actually put SLOs in place. The team was concerned about the location of the various support services for students and the effect on student access to those services.

The team evaluated the human, physical, financial, and technological resources and found that the college met most of the elements of Standard III. However, processes and procedures for hiring and evaluation need to be standardized across the college.

An examination revealed that the college meets most of the elements of Standard IV. The team is concerned with the communication between the college and the district, in particular with respect to decision making regarding budget allocations. The team understands that communication between the college and the district is improving, but it is important that in the critical area of budget allocation, continued improvement be made.

Commendations: The team identified several areas for particular commendations as follows:

The college and the district for a successful Measure E campaign, which will provide \$326 million to renovate and expand facilities in the district. This is an indication of the strong community support for the college and the willingness of the community to invest in its future.

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The college for its commitment to maintaining a high level of full-time faculty.

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The college for the two distance education publications for faculty and students. These are excellent tools for both new and seasoned online learners.

Recommendations: The team makes the following seven recommendations:

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.1, IIB, IIB.3a, IIC.1, IIC.1c, IIIB.1, IIIB.1a, IIIB.2)
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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)

Responses to Recommendations of the Previous Evaluation Team

Recommendation 1

Develop and disseminate written guidelines and procedures for planning and allocation processes and that these processes be evaluated using measurable objectives. (prior Standards 1, 3B, 9A) (new Standards IIA.1, IIB.3a, IIC.1)

The development and staffing of an Office of Research and Planning have been incomplete due to budget cuts, and data access has been complicated by the transition from one data system (DSK) to another (Datatel). The self study notes a variety of planning documents (e.g., VTEA, Equity, Educational Master Plan), but the connections among the documents or the processes that made them are not clear. It is also not clear whether guidelines or timelines for all planning and allocation processes exist or if the whole college community is aware of them. A formal training takes place before each planning cycle begins, but this training is limited to the generation of unit plans, which are more wish lists than planning documents.

The team concludes that the college has partially addressed this recommendation.

Recommendation 2

Develop a comprehensive approach to outcomes assessment that includes classroom, unit, and institutional levels. (new Standards IIA; IIA.1a,c; IIA.2b,f; IIB.4; IIC)

The college has a Student Learning Outcomes (SLO) Committee and, since writing the self study, has filled a 40 percent SLO facilitator position. Considerable dialogue has occurred about SLOs, and the college continues to struggle with concerns about some implications of SLO development. Since completion of the self study, the Academic Senate and administration have signed a memo of understanding to alleviate certain faculty concerns about SLOs. English, science, psychology, library, learning lab, and learning communities faculty are conducting research and developing pilot SLO activities for Spring 2006. Some areas of the college are using institutional data to assist in planning and development, but this is an inconsistent practice institution-wide.

The team concludes that the college has partially addressed this recommendation.

Recommendation 3

Develop a planning initiative to address the issues of staffing, support services, and programs on the East and West Campuses. (prior Standards 4, 4A) (new Standards IIA.1, IIA.2, IIB.1, IIB.3a, IIC.1)

The self study did not speak extensively about the East and West Campuses and does not directly address this recommendation. It is not clear whether any kind of benchmark exists to ensure adequate programs/services at both campuses. There is evidence that the lack of facilities at the East Campus and the location of some programs exclusively at either the East or West Campus have compromised student access. Severe overcrowding at the East Campus forced decisions to move some programs such as Financial Aid, Assessment, and CalWORKS in their entirety to the West Campus. At the East Campus, Admissions/Records

staff members are functioning in four different locations spanning two buildings and two floors. DSPS staff and services are spread in three buildings with counseling staff on one floor and support staff on another. Evening services are not currently provided, except at the beginning of the semester. Counselors are projected to be available in the evening in November 2005. The team could find no evidence that a comprehensive evaluation has been conducted to measure the impact this might have on student access.

The team concludes that the college has not addressed this recommendation.

Recommendation 4

Refine the program review process to ensure that quantitative and qualitative measures are used campuswide. (prior Standards 3A, 4, 4D1) (new Standards IIA; IIA.1a,c; IIA.2b,f; IIB; IIB.4; IIC)

Faculty and staff participate in a program review process, but the self study acknowledges that program review does not produce formal, measurable outcomes. An organized, complete planning cycle does not exist, and a very limited use of data validates quantitative and qualitative measures.

The report indicates that the Educational Master Plan (EMP) process is initiated with a unit-level program review using data provided by the MIS system. The college is transitioning to a new system, the Datatel Data Warehouse, and the progress made toward the implementation of Datatel should address the quality and/or quantity of data available to use quantitative measures. The use of qualitative measures appears to be limited and is dependent upon individual departments.

The team concludes that the college has partially addressed this recommendation.

Recommendations 5 & 6

Review the consistency of the implementation of the evaluation processes being used for classified personnel. (prior Standard 7B.1)

Analyze the adequacy of administrative and classified staffing levels. (prior Standard 4A.4, 7A)

There were two specific recommendations by the previous team to address staffing levels and the classified evaluation process. The self study indicates the college has made some progress on both of these specific items. However, in the self study narrative for Standard III continuing issues surround the classified evaluation process and levels of staffing. Continued work on evaluation processes is in order as cited in the self study.

The team concludes that the college has only partially addressed these recommendations.

Eligibility Requirements

1. Authority

Modesto Junior College was organized in 1921 to serve the first junior college district established under a State Legislature Enabling Act. The Western Association of Schools and Colleges granted initial accreditation to the college in 1952.

2. Mission

Modesto Junior College's Mission Statement was revised and approved by the Board of Trustees of the Yosemite Community College District in 2005. The statement, which is appropriate to an institution of higher education and the constituency it seeks to serve, defines a commitment to student learning.

3. Governing Board

Modesto Junior College has an elected seven-member Board of Trustees elected from five trustee areas. In addition, a nonvoting student representative is selected annually from either Modesto Junior College or Columbia College. The Board is responsible for the quality of educational programs, the institution's fiscal stability, and the overall integrity of the college. The Board has a conflict of interest policy, which requires the members to file a statement of economic interest.

4. Chief Executive Officer

Modesto Junior College has a board-appointed chief executive officer whose full-time responsibility is to the institution. Board Policy #7430, Delegation of Authority to the Chancellor, gives the requisite authority to delegate this responsibility to the college president. Board Policy #7210 does not allow either the college president or the district chancellor to serve as the chair of the board.

5. Administrative Capacity

The team confirmed that the institution has sufficient staff with the appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. Operational Status

The team certifies that the college is operational with students actively pursuing its degree programs.

7. Degrees

The college offers degrees and certificate programs. The team verified that substantial portions of the institution's educational offerings are programs that lead to degrees, and a significant number of students were enrolled in them.

8. Educational Programs

The team certifies that Modesto Junior College offers a range of degree and certificate programs and that these programs are consistent with the college mission and are provided in a manner consistent with the Eligibility Requirements. The college has not identified student outcomes for each program.

9. Academic Credit

Modesto Junior College awards credit based on the Carnegie unit. The basis on which credit is awarded is described in the college catalog.

10. Student Learning and Achievement

The team verified that Modesto Junior College is currently engaging in campuswide dialogue to understand student learning objectives, assessment, and evaluation of learning and using outcomes to improve learning and inform decision making. At present, no plan is in place for developing learning outcomes for courses and programs.

11. General Education

The team certifies that all associate degree programs require a minimum of 18 units of general education courses. General education includes courses in writing and mathematics and major areas of knowledge as specified in the accreditation standards.

12. Academic Freedom

Yosemite Community College District Board Policy #6030, Academic Freedom, ensures faculty members are free to examine and test all knowledge appropriate to their discipline or area of study as judged by the academic/educational community in general. This policy is available on the district website. YCCD Board Policy #5580, Academic Freedom, ensures students are free to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. This policy, which is currently under review, is described in the college catalog.

13. Faculty

Modesto Junior College employs approximately 500 full-time and adjunct faculty. The faculty is sufficient in size and experience to support all of the institution's educational programs. The team was unable to locate a document that describes faculty roles and responsibilities.

14. Student Services

The team verified that the college provides appropriate student services that support student learning and development within the context of the institutional mission.

15. Admission

As a public community college, Modesto Junior College adheres to open-access policies and practices.

16. Information and Learning Systems

The team verified that the college provides access to information and learning resources through its library, online databases, and a number of computer laboratories.

17. Financial Resources

The team verified that the Yosemite Community College District and Modesto Junior College have a funding base that supports student learning and services. The district and the college maintain financial stability.

18. Financial Accountability

Yosemite Community College District undergoes an external audit annually. The Board of Trustees reviews each audit report and the district responds to any exceptions or findings.

19. Institutional Planning and Evaluation

Modesto Junior College produces a number of plans including an Educational Master Plan, Program Reviews, Facilities Master Plan, and Technology Master Plan. The college has not developed and implemented a strategic planning process nor has it developed student learning outcomes for courses and programs.

20. Public Information

Modesto Junior College publishes a catalog containing the required information. Much of the information is also available on the college's website.

21. Relations with the Accrediting Commission

The self study contains a statement, signed by the president of the college, which notes that the institution adheres to the Eligibility Requirements of the commission. Yosemite Community College District Board Policy #2200 states in part, "The chancellor shall ensure that the district complies with the accreditation process and standards of the Accrediting Commission for Community and Junior Colleges...."

STANDARD ONE

Institutional Mission and Effectiveness

IA: Mission

General Observations

Modesto Junior College has a board-adopted mission statement that identifies the population it intends to serve, the instructional and support programs offered to fulfill that purpose, and the institution's commitments to fulfilling its mission. (IA.1, IA.2) The mission statement identifies the college's diverse community as its intended audience, with particular reference to groups and individuals with special needs. (IA.1) In addition, the college identifies itself as assessing student outcomes and using the results to improve teaching, learning, and support services. The College Council is charged with periodic review of the mission statement and revision when appropriate. (IA.3)

It is the college's stated intention that the mission be central to its planning processes. (IA.4)

Findings and Evidence

Through the College Council representative structure, the mission statement was most recently revised in a version adopted by the YCCD governing board May 11, 2005. In addition to editorial changes in phrasing, the revised mission statement includes language related to student outcomes assessment and institutional improvement. (IA.2, IA.3) The college's mission statement is published in its schedule of classes, in the catalog, on the college website, and in the district's Educational Master Plan (EMP), known as the Comprehensive Plan, the most recent iteration of which is for the 2003-2004 academic year. The mission statement published in the 2005-2006 catalog is the most recent board-adopted mission. The version in the Summer/Fall 2005 schedule (as well as in the Spring 2006 schedule) reflects the college's prior mission language, and the version on the college's public website at the time of the team's visit differed in some respects from both the older and the current versions. (IA, IA.2)

Periodic review of the college's mission is the charge of the College Council, memorialized in its College Council Role and Operations Description. The college does not further define a timeline for the process of mission review or the dialogue involved. (IA.3) While the college's mission is available through standard publications, a review of various documents, confirmed anecdotally through interviews, reveals that the specific mission is not regularly communicated to the campus community in a systematic manner.

In the college's daily practices, general reference is made to the mission regularly; the college's specific mission, however, is not articulated in many documented practices and procedures. For example, existing processes such as the EMP and curriculum approval do not specifically and visibly place the college's mission as central to the process. (IA.4) In addition, existing procedures and resources are not uniformly in place to follow through on

the commitments made in the institution's stated mission. (IA.1, IA.4)

Conclusions

The college complies with the standard of regularly reviewing its mission statement and submitting it for board approval when revisions are made. The charge to the College Council to conduct this review on a periodic basis does not include procedures or responsibilities for dialogue on this process. Participants, however, are confident that the understood responsibilities of council members to their constituencies assure thorough dialogue and opportunities to contribute to the review. The programs offered by the college are consistent with its stated mission. The college is advised to consider formalized procedures for more effectively communicating internal awareness of the mission on a systematic basis and for assuring consistency in its communication of the mission to the community it serves.

IB: Institutional Mission and Effectiveness

General Observations

The college appears to be in the early stages of developing the groundwork of its student learning outcomes (SLO) strategy. The college has held a series of summer institutes and workshops for professional development for faculty. Approximately 70 faculty members have participated in these training activities. The academic senate has formed an SLO Committee, and the senate approved an MOU statement in March 2005, which states how SLO will be used and not used. The MOU includes a statement that SLO will be used for program improvement but not for faculty evaluation. This MOU was used in the collective bargaining agreement. An SLO Facilitator was appointed in August 2005 to chair the SLO Committee. With these milestones completed, the SLO Committee plans to move forward by developing training curricula, defining a common SLO lexicon, creating a link with the curriculum committee, and creating a broader base of interest and knowledge among the faculty including student services. The college is starting at the course and program level. Development of general education and institutional SLOs will be addressed after the college has established a firm foundation at the course and program level. (IB, IB.1)

The college engages in a variety of planning efforts including the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, the Student Equity Plan, the district's Comprehensive Education Master Plan, and the Planning Agenda items in the self study. In 2003, the college president communicated his vision through the College Excellence Initiative. As recently as Spring 2005, the college held a planning retreat to identify vision and goals for the college. The EMP unit documents are linked to the district's Vision 2010 themes and identify expected outcomes. (IB.2)

While the college has an EMP process that occurs every year and the college also engages in program review, neither of these processes involves assessing progress toward achieving stated goals, and neither one is used to make informed decisions regarding improvement of institutional effectiveness. The EMP is used by the College Council to develop budget Scenarios A and B. This appears to be the only systematic way that the EMP is used. (IB.3)

The team could find no evidence to demonstrate that the planning and resource allocation processes lead to improvement of institutional effectiveness. A survey of faculty and staff

indicates that about half of the respondents are not aware either of how the institution assesses the use of financial resources to improve effectiveness or that this assessment is not done in a comprehensive and systematic way. The self study does cite individual examples of the use of data to make improvements, but a pervasive culture of using planning and outcome measures for improving the effectiveness of the college is not apparent. (IB.4)

Adoption of the Datatel system has impeded college access to institutional data from the student information system. The district is able to provide data to state and federal agencies, high schools, and consortia and for grant application purposes. Frequently requested output measures are available on the intranet site, and the district researcher handles individual requests for data. The college and district appear to be able to provide certain kinds of data that meet the needs of external stakeholders but do not have a practice of identifying and providing the outcome measures that are needed to support internal assessment and decision-making. The college fact book, Atlas, has not been updated since 1994. However, some data analysis has been done in the form of surveys of faculty/staff and students conducted in preparation for the self study. The college has hired a Director of Research and Planning to address the need for access to data to support decision making; however, the college's identification of required data and the use of data for decision making and improvement do not appear to have increased. (IB.5)

The college states that it develops several kinds of plans such as the Educational Master Plan, Five-year Construction Plan, Five-year Scheduled Maintenance Plan, and the Technology Plan; however, no district and college comprehensive and integrated strategic plan exists. The college planning process, while it includes dialogue, is not yet data-driven with built-in evaluation mechanisms to assure the community of institutional effectiveness. (IB.4, IB.6, IB.7)

Findings and Evidence

The college partially meets the standard for assessing student learning outcomes for the purpose of continuous improvement. While the college has taken significant steps to lay the groundwork for assessing student learning outcomes, it has not yet arrived at the stage of producing outcome data that are used to improve teaching and learning. While making progress at the beginning stage of development, the college has yet to develop actual measures of student learning that can inform the dialogue about continuous improvement of curriculum development and instructional delivery in support of increased student learning. (IB.1)

The college does not meet the standard for setting goals and objectives. The college engages in many planning efforts with inconsistent evidence of follow through. The perception is that plans become static documents rather than a source of shared vision and direction for institutional commitment and energy. Decisions and actions appear to be made based on immediacy or urgency without the benefit of long-term thinking or consideration of impacts on all aspects of planning such as staffing, equipment, facilities, and budget. The plans that exist are not linked together so that program planning and priorities drive facilities, personnel, equipment, and resource allocation plans and decisions. There does not seem to be clear or consistent follow through on the plans that are developed. The team found no clearly stated collegewide goals. No evidence exists that actions are taken based on systematic planning or that planning is consistently used to define the focus and direction of actions that take place. No formalized timelines or assignments of responsibility are present to accomplish the goals of the college, nor does a systematic process exist to report

accomplishments of the plans or to measure expected outcomes. Therefore, there is no accountability to ensure that the college is achieving what it has said it intends to achieve. The college is not assessing its effectiveness in meeting its mission. (IB.2)

Recent transitions in top-level administrators and the implementation of the Datatel system have put stress on the college and district, which has disrupted the development of planning processes. This has created a sense of confusion within the college, which is compounded by the lack of clear processes in place. (IB.2)

The college does not meet the standard for assessment of progress toward achieving its stated goals. No evidence exists of a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. No quantitative or qualitative data are collected or used for analysis to assess the effectiveness of the college. (IB.3)

The institution has a strong culture of dialogue; however, it has not established a strong culture of comprehensive planning based on evidence from research and data and on assessment of results in efforts to ensure continuous improvement in the delivery of educational programs and services to students. The team could not find plans that clearly delineate allocation of resources and timelines for their completion as well as evaluation. (IB.4)

The college partially meets the standard of documenting institutional effectiveness to constituencies by providing required data to external constituencies. With the implementation of the Datatel system, it is not clear how the district has included the college in validating the accuracy of the data. While the district has begun to develop standard reports from the Datatel system that address some of the basic operational needs of the college, further development of the student data warehouse will facilitate greater access to data that support research on institutional effectiveness. The college has not identified measures of institutional effectiveness to document achievement of the college mission and to support continuous improvement. (IB.5)

The college recognizes that the processes it has used to assess the effectiveness of its cycle of evaluation, planning, resource allocation, implementation, and re-evaluation are not integrated. The college continues to enhance the EMP tool; however, a broader review of the complete planning cycle to ensure that the process leads to institutional effectiveness in all of its planning and resource allocation processes has not occurred. The college has not defined a systematic approach to evaluation of planning and resource allocation processes. (IB.6) Without an evaluation process in place, the college cannot use the results of the review process to improve the effectiveness of programs and services. (IB.7)

Communication and coordination of data and research functions between the district and the college is lacking. The district and the college need to resolve issues of access to needed data from Datatel. Research and planning functions clearly need to be strengthened in order to enhance and assure institutional effectiveness. (IB.4, IB.6, IB.7)

Conclusions

The college does not appear to meet the standard that the institution “uses analysis 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.”

The college does not appear to meet the standard that the institution “demonstrates its effectiveness by 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.”

The college has faced a major challenge in developing and, particularly, implementing a comprehensive and well integrated strategic plan. In addition, the college has faced a major challenge in evaluation of its plans and subsequent identification of processes to improve programs and services for students in a systematic way and, thus, assure institutional effectiveness.

The college needs to focus more on the implementation of the college mission and plan in the day-to-day decision making process. Institutional plans need to be followed through for implementation and completion in order to ensure institutional integrity.

Recommendations:

See recommendations 1, 2, 4 and 7.

STANDARD II

Student Learning Programs and Services

IIA: Instructional Programs

General Observations

Faculty concern about SLO that has impeded progress in SLO development is waning, but it is by no means completely gone. The new Memo of Understanding about SLO and new faculty interest in the topic bodes well for progress in the future. Budgetary concerns have impacted staffing in the research office, and the college has changed its data systems. This has impeded the use of data in assessment and planning. Information is now available through the intranet that allows access to Datatel reports. How extensively this information is applied to planning or SLO development is not clear.

Findings and Evidence

The college's programs are diverse in meeting community needs; the general education policies are clear and demonstrated in the programs and scheduling. An active Curriculum Committee (CC), program review, and full-time faculty evaluation procedures (in the YFA Contract) are in place to uphold the institutional integrity of the academic program. Little evidence exists that part-time faculty evaluations are consistently conducted. Currently discussions are taking place about formalizing evaluation practices at the division level. At present, each division evaluates its faculty differently although within the contractual guidelines. (IIA.1)

Research and analysis is not used systematically across the college to identify student needs and assess progress. The college is engaged in discussion about student learning outcomes, but currently no course, program, or institutional SLOs are in place. Some pilot activities are planned for Spring 2006 in English, psychology, science, library, learning labs, and learning communities. The English pilot will use a grading rubric for two courses. The Centers for Learning Assistance (CLA) have been analyzing student success data in the learning labs. Workshops and institutes have focused on the development of SLOs, and about 70 full- and part-time faculty have participated, representing approximately 75 percent of the college's disciplines. Modesto Junior College has published workshop activities and resource materials from the Student Learning Outcomes Institute in the comprehensive document, "Student Learning Outcomes—A Focus on Results." The publication provides support for writing SLOs at the lesson, course, and program levels. The 13 appendices include exemplary examples and resources for developing and implementing SLOs. A research and planning director has been rehired as well as a 40 percent SLO facilitator. Institutional data is not being consistently accessed or utilized. This is particularly true in the assessment of student success. The CC, program review process, and EMP support the development and improvement of quality courses and programs, but links are weak between program review and EMP. Data is not used well by all units for program review. Program review does not produce measurable outcomes. There are many participatory committees with various plans; however, no connection between various plans appears to exist, and it is not clear how

priorities are set and funding decisions are made (including those concerning facilities construction/renovation projects). (IIA; IIA.1,a,b,c; IIA.2b,g)

The Curriculum Committee is very hard working, and the Curriculum Specialist is well qualified. Course and program quality and effectiveness are assessed, and a clear program review process is evident although, as noted above, it does not produce measurable outcomes. The committee is aware of the relationship of courses and programs to the college's mission. Vocational programs seek information from their advisory committees on the needs of industry. Courses are evaluated, and attention is paid to issues of articulation; the articulation officer is a member of the committee. Attention is paid to ensure that appropriate units of credit are assigned and that degrees and certificates are awarded in appropriately constructed programs. Although systematic processes are in place for evaluation of courses, no integrated planning model is in place to measure achievement of learning outcomes in courses, certificates, and programs. A timeline to attain one has yet to be developed. (IIA.2; IIA.2a,b,c,e,f,h,i)

In addition to the traditional classroom, the college has a growing number of "smart classrooms." The use of distance education (DE) is growing as a delivery mode in courses delivered both completely online and in a hybrid format. The college does not yet have an evaluation template for online courses. Faculty evaluation methodology is geared toward the traditional classroom. The college published two excellent "Learning Online" booklets for teachers and students in online courses. Faculty members receive WebCT training before beginning to teach online. A Distance Education Coordinator and a Virtual Classroom Committee actively support DE activities, training and planning, and regularly scheduled opportunities for professional development in technology. Another popular mode of teaching and learning is learning communities. A Learning Communities Committee is committed to institutionalizing this mode of educational delivery. (IIA.2d)

Faculty members are aware of the criteria for general education courses and currently address course objectives for student learning, but no formal methodology is in place linking course outlines to SLOs. The catalog gives students guidance about general education course requirements, but a clear philosophical statement does not exist in that document or in the course schedule. The CC Handbook does attend to assessing course appropriateness when including courses in general education. College degrees include core requirements, and all appear to have 18 units in specialized or related fields of study. (IIA.3; IIA.3a,b,c; IIA.4)

The self study noted six disciplines chosen to demonstrate the success of its vocational programs: Interior Design, Culinary Arts, Agriculture, Nurses Assistant, Child Development, and Dental Assistant. Examples and interviews show that programs strive to meet employment standards and fulfill competency objectives with successful certification and licensure outcomes. The vocational programs have advisory committees, and community support is strong. Currently the college does not use data from employer surveys, employability, or longitudinal studies of graduates/leavers to assess program quality and relevance. This is a weakness that should be addressed. An active contract education component is located on the West Campus, and a commitment to economic development projects to serve the community is evident. (IIA.5)

The college has a variety of information points regarding transfer and educational programs and degrees including the catalog, schedule, and the Internet. Students have online access to information. The PiratesNet system is available for all students and enables them to register, check grades, create an education plan, apply for graduation, etc. Exploration of the college's website shows it to be user friendly; however, a number of pages are dated. One discipline page was from 2004, and many were from Spring 2005. It is not clear how pages are managed to ensure timely updating. One webmaster is at the district office to service both colleges and the district. The catalog and class schedule contain much important student information. (IIA.6,6c)

Currently, no policy requires faculty to provide a course syllabus to students, although a college survey shows that many faculty do so. Because SLOs are yet to be developed, course outlines address course objectives but not SLOs. The CC is considering changes to its course outline form and other materials to facilitate the connection between course objectives and the development of SLOs. (IIA.6)

The articulation officer actively pursues articulation agreements with both four-year institutions and other community colleges. The college has a program discontinuance board policy and procedure for dealing with significant changes in program requirements. (IIA.6a,b) The college offers a Study Abroad program comprised of the college's regular curriculum and taught by Modesto Junior College faculty. (IIA.8)

Academic integrity and academic freedom are supported at the college. Professional development is valued, and communication between faculty and the Offices of Instruction and Student Services is collegial. Grievance and due process information is available to students in the catalogue, schedule, and on line. A sense of general good will exists on campus, and information in classes is presented fairly and objectively. Mechanisms are in place to promote and disseminate institutional values. The college holds forums and institutes, and departments and management staff often go on retreats and participate in training. Of particular note is the district's Beyond Tolerance Initiative that has been in place for some time. (IIA.7; IIA.7a,b,c)

Conclusions

Modesto Junior College is a healthy vibrant college with many activities and initiatives that speak to the quality and integrity of its educational program. The self study demonstrates recognition of the themes that are infused throughout the standards although there has been less than full accomplishment in certain areas. The college exhibits institutional integrity, has many arenas for dialogue about issues of importance, and works to maintain an institutional commitment to provide quality programs congruent with its mission. Although a culture of evidence does not exist, a culture of dialogue does. People meet together informally, belong to many committees, attend retreats, and share information. The college wants to move forward.

The college's weaknesses show up in inadequate data use, evaluation, planning, and institutional improvement cycles. Much work needs to be done on SLOs and other evaluation methodologies to demonstrate the effectiveness of programs and to ensure goals are being met. This will require a clearer expectation for use of data in the program review

cycle. The Educational Master Plan is not truly a planning document, and no strategic plan exists for the college or the district.

IIB: Student Support Services

General Observations

A number of changes have occurred since the last accreditation visit in 2000 that have affected the institution. Specifically, the statewide budget crisis of 2002-03 and the Golden Handshake that was offered in Spring 2004 coupled to create staffing shortages and very rapid turnover. Recent leadership changes at the president and vice-presidential levels have resulted in interim appointments that will challenge the college in its efforts to move forward on critical planning issues. The impact of facilities at the East Campus, the recent opening of new facilities at the West Campus, and the college's \$326 million facilities bond create both opportunities and challenges with regard to the access of student support services at both sites.

The college provides a wide range of student services designed to meet the needs of its diverse student population. A variety of activities are coordinated by the Student Outreach Committee so as to maximize resources and to ensure target populations are reached. Several programs support student leadership, diversity, and tolerance; however, the college needs to provide evidence of their impact. Student resources such as the catalog, class schedule, and website appear to be comprehensive in nature and generally meet the standards' requirements. A number of robust programs mentioned support diversity and tolerance such as the Tolerance Initiative, Civic Engagement Initiatives, and Multicultural Days. The library resources appear generally to support the instructional programs. A wide variety of labs provide support services to students in diverse locations.

Findings and Evidence

Modesto Junior College offers a wide variety of student support programs to meet the needs of its diverse student population. Evidence of institutional concern exists for student success; however, no systematic evaluation process is in place to ensure that programs contribute to the student learning process. Several programs such as Counseling, DSPS, and EOPS conduct surveys to measure general student satisfaction; however, like the college as a whole, the division lacks a systematic cycle for planning, review, and evaluation process to support student learning outcomes. (IIB, IIB.1, IIB.4)

The institution provides a catalog that meets the standards' requirements with very minor exceptions. (IIB.2, IIB.2a, IIB.2b) The catalog did not provide a description of the institution's policy regarding grievance and complaint procedures. (IIB.2c) Additionally, in spite of recent revisions, the current catalog could be more user friendly, and the current organizational structure could be improved. (IIB.2d)

The college should be complimented for accessing external resources to provide its students with additional programs and support services to meet their needs. The college secured a five-year Title V grant in 2001-02 and used it to establish funding to provide additional support for students at developmental education levels. These Centers for Learning

Assistance (CLA) labs administer pre- and post-tests to all students, as well as exit questionnaires. This program is to be commended for its preliminary efforts to measure the effectiveness of the student learning experience as well as to ensure institutionalization by establishing them as a unit-based program. The college has also secured federal funding for a TRIO program to provide additional services for students who are first in their families to attend college. (IIB.3)

Evidence shows that the lack of facilities at the East Campus and the locations of some programs exclusively at either the East or West Campus have compromised student access. Severe overcrowding at the East Campus forced decisions to move some programs such as Financial Aid, Assessment, and CalWORKs in their entirety to the West Campus. At the East Campus, Admissions/Records staff is functioning in four different locations spanning two buildings and two floors. DSPS staff and services are spread in three buildings with counseling staff on the third floor of one building and support staff in another. Evening services are not currently provided, although by November 2005 general counselors are expected to be available to students during evening hours. No evidence exists that a comprehensive evaluation has been conducted to measure the impact this might have on student access. A shuttle service between the East and West Campuses is to be initiated in Spring 2006. (BII.3a)

The Student Center on the East Campus and the Mary Stewart Rogers Center on the West Campus provide environments conducive for student interaction as well as central locations from which a variety of programs, clubs, speaker events, film series, and other activities are coordinated to support and enhance student learning outside the classroom. Programs such as the Beyond Tolerance and Civic Engagement Initiatives encourage students to engage in personal and civic activities and promote an understanding and appreciation of diversity. Their advertisements are widely evidenced on the East Campus, and interviews confirmed extensive student and staff participation. A survey conducted among students who participated in the “Beyond Tolerance” learning community found that an overwhelming majority of students liked the experience and would recommend it to others. (BII.3b, BII.3d)

Counselors at both the East and West Campuses support student development and success. Counselors in DSPS, EOPS, TRIO, and the Career/Transfer Center provide specialized counseling services for target student populations. No evidence exists that a comprehensive evaluation has been done of these services beyond that which is part of the contractual evaluation process for all faculty at the institution. Recent changes such as more frequent Counseling Department meetings and the assignment of a liaison counselor to each instructional department appear to have improved counselors’ ability to remain current in their field. The Transfer Center Coordinator and other counselors regularly attend UC and CSU workshops. (IIB.3c)

MJC now has its application for admission available on line in addition to the paper form. Students report its ease of use. Bilingual staff is generally available in most offices to provide assistance to Spanish-speaking students. Additionally, instructions are provided in written form. A recent change in English and reading placement instruments has been well received by students and has resulted in more students being served in less time. All instruments are analyzed and evaluated to ensure their validity and effectiveness while minimizing bias. (IIB.3e)

Student records are stored securely with backups maintained in a separate location. The college policy for release of student records is available in the college catalog and in the faculty handbook. (IIB.3f)

Conclusions

Student Support Services faces major opportunities and challenges. The commitment of faculty and staff to meeting the needs of students is visibly evident. While a variety of support programs have been established to meet the needs of students, with little exception progress is lacking toward establishing a coherent evaluative and planning process. The struggle to provide equitable access to all students regardless of service location has continued since the last visit. The lack of facilities at the crowded East Campus is compounded by decisions as to what programs and services to move to the more spacious but less populated West Campus. The current fragmentation of several key student service programs at the East Campus give added concern with regard to student access and accommodation as well as the additional pressures it creates by duplication of human resources.

IIC: Library and Support Services

General Observations

The college supports the instructional program through the libraries, Centers for Learning Assistance, Writing Centers, a Tutorial Center, and computer labs. There are 32 computer labs on East Campus and 25 on the West Campus, ranging from writing centers to labs for specific vocational programs (Allied Health, Business, Electronics, and Agriculture).

Findings and Evidence

Librarians are well integrated into the instructional program by providing individualized instruction to students on using library resources effectively as well as by conducting formal class presentations (55 a year for instructors in every discipline) and offering library research strategy classes. Each librarian is assigned to an academic department or divisions. Two new librarians have been hired, bringing the cohort to six. The quality of the library collection, including electronic access to library materials, is determined by its relevance to curriculum, appropriateness to the user, and scope of coverage. Librarians are involved in the discussion of the development of student learning outcomes and appear to be one of the few constituents actively engaged in assessment and evaluation along with other learning resource personnel. The current challenge for the library is how to adequately build the collection and staff the new West Campus library. The building is beautiful, and access to online materials is available. The shelves are empty, except for a small number of volumes. Interlibrary agreements help ameliorate access to books. The East Campus library is heavily utilized and has space and noise issues. A new library building for East Campus is included in the Facilities Master Plan, but it will be years before it is built. Financing two libraries adds a burden to the college budget. Currently, no allocation plan exists regarding funding for materials to each campus. (IIC, IIC.1, IIC.1a,b,c,d,e)

The Centers for Learning Assistance (CLA) are developing student learning outcomes for courses available through the centers. Students are given pre- and post-tests to assess skill development and progress. Student scores are tracked each semester providing research on trends and score improvement for students in the CLA. The Writing Center and Tutoring Center work collaboratively with students to determine their level of success and satisfaction. The library and learning resource personnel are well trained in their respective areas. Student and faculty/staff surveys keep these departments abreast of student needs and ensure relevance of the services provided to meet the standards of the academic disciplines. (IIC.1a,b,c)

The libraries are evaluated through informal evaluations that include faculty and student surveys and informal information gathered from student interaction and faculty requests. The Library Advisory Committee also provides feedback to the library staff. The Writing Center is evaluated through the director's evaluation, program review, and Writing Center reports; the CLA is evaluated through the faculty coordinator's evaluation, program review, PLATO reports, and survey data. The Tutoring Center conducts a student satisfaction questionnaire at midterm and participates in program review. (IIC.2)

Conclusions

Review of library services indicates a level of success within the departments providing learning resources. Faculty surveys have indicated that learning support services adequately meet the needs of their students. The area of concern regarding this standard is the lack of funding and its effect on limited library staffing, inadequate and/or obsolete library resources and materials, and the need for upgrading the East Campus library facility. Support can be improved through the integration of planning, evaluation, and budgetary processes. This integration will benefit learning resources by addressing the financial needs of the libraries and identifying priorities for both the East and West Campuses.

Recommendations:

See recommendations 1,2,3,4,5 and 7.

STANDARD III

Resources

III A: Human Resources

General Observations

The Human Resources department is housed at the District Office for YCCD. The Vice Chancellor for Human Resources and the Director of Human Resources are the responsible individuals for ensuring that quality personnel practices are being met at both Modesto Junior College and Columbia College. The Director of Human Resources was previously the Staff Diversity Coordinator for the college and oversees hiring, placement, and salary as well as staff diversity. There is no one from the Human Resources (HR) office situated at Modesto Junior College though plans call for housing a human resources technician at the sister college, Columbia College.

Findings and Evidence

In recent years, a high degree of employee turnover has occurred based upon a Golden Handshake offer and various budget constraints. During this time, there have been a significant number of interim managers, new faculty and staff hires, and an interim president. In the Human Resources department at the district level, two retirements and two promotions outside of the area occurred. These changes led to concern about a lack of attention to the needs of the college and HR's ability to attend to the demands of the high turnover rate and new hiring processes. Only recently has the HR department begun to reach its original staffing level. In the meantime, the majority of the input from the district HR staff has been through written materials and e-mail messages rather than formal training. (IIIA.2)

The team found that the district has written procedures for the hiring of personnel. Hiring committees use available materials that include "A Screening Committee Training Guide" and "The Hiring Process." Because of a high volume of hiring over the past several years, the Human Resources staff has been unable to meet the demand for training and/or orientation needed by all hiring committees. The director of HR provided training on the process and procedures to the deans who, in turn, communicated with the committee chairs. Inconsistencies were noted in the hiring of personnel based upon the significant number of committee chairs involved in the process and the lack of formal training campuswide. It appears that while written materials were made available to the hiring committees, variations occurred during the selection and hiring of personnel. (IIIA.1a)

The previous accreditation team recommended that the college "review the consistency of the evaluation processes being used for classified personnel." The college has not addressed the lack of consistency in evaluation processes for not only classified but also faculty evaluations. (IIIA.1b) The district is in the process of tracking the evaluations for classified staff, but the college has not prioritized the need for conducting classified evaluations on a regular basis, and staff continues to be concerned regarding the lack of consistency in conducting evaluations and the performance ratings among evaluators. The adjunct faculty

evaluation process varies and needs improvement. Consistent and timely evaluations are not taking place for adjunct faculty or managers. Student evaluations for faculty are a concern because the faculty member being evaluated receives the student evaluations and administers it to his/her own class. This process impedes the privacy and confidentiality of student evaluations. (IIIA.6) In the area of distance education, students do not play a role in the evaluation of the online courses they are enrolled in.

Faculty has taken an active role in the prioritization process through participation in the Hiring Prioritization Committee, a joint committee of the Academic Senate and the Instructional Administrators Council. The team found that the college maintains a sufficient number of qualified faculty with full-time responsibility to the institution. (IIIA.2) Though the unit plans that are integrated into the EMP are designed to address staffing, the staff does not feel that they have an adequate process available in which to assess and recommend staffing needs. (IIIA.1a) Prioritization for new administrators can take place through the EMP process as well as during a reorganization of an existing unit.

The college has written codes of ethics for management, faculty, and classified staff. The manager's code of ethics is a product of the ACCCA Statement of Ethics that is available in the Modesto Junior College Management Leadership Handbook. A Statement on Professional Ethics is found in the Faculty Evaluations handbook. The classified code of ethics is derived from the CSEA Constitution By-laws, which apply to employees who are members of CSEA. The team would like to suggest that the college develop a written code of professional ethics that addresses all classified personnel. (IIIA.1d)

Ongoing training and dialogue on students learning outcomes (SLO) is evident by the Academic Senate's SLO Institute that provided training for faculty during the past two summers, the convening of an SLO Committee, and the hiring of an SLO facilitator. (IIIA.1c)

No evidence currently exists of a standardized process for granting equivalency. Since issues arose regarding the previous processes, a subcommittee of the Academic Senate is drafting a policy for granting equivalency based upon specific procedures and a definition of what is considered to be "equivalent." The draft policy is being prepared for review later in the semester, Fall 2005. (IIIA.1)

The college has expanded services to the West Campus and is in the process of addressing plans for new facility development as a result of Measure E. No structure or mechanism is in place for identifying, prioritizing, and supporting the staffing needs for both the West Campus and future expansion. The previous accreditation team recommended that the college "develop a planning initiative to address issues of staffing, support services, and programs on the East and West Campuses." This recommendation continues to be an issue for the college in establishing priorities for both campuses and in planning for new developments. (IIIA.2)

The college's personnel policies are available for review on the district's intranet, which includes information on the Board Policies #4000. (IIIA.3a) Included in the Classified Handbook are policies and procedure relating to general personnel issues, work safety, and the Code of Safe Practices. (IIIA.3) Personnel files are secured in the Human Resources

Department at the District Office. (IIIA.3b)

The Beyond Tolerance Initiative represents the college's responsiveness to addressing diversity across campus and within the community. The initiative involves faculty and staff trips to the Simon Wiesenthal Center Museum of Tolerance in Los Angeles and campus and community events. A variety of diverse events, presentations, and activities are supported by this initiative, including a number of events that are population specific such as the Asian Awareness Day, Disability Awareness Day, and the Cesar Chavez Celebration. The Beyond Tolerance Initiative has received accolades across the state, being known for an innovative and exemplary practice. Fund 11 monies are available to support these activities. The Quality Staff Resources Team convenes once or twice a year to address diversity issues such as faculty and staff diversity and the hiring process. A recent agenda addressed recruitment issues for attracting a diverse pool of applicants. The team noted, however, that the college recognizes a need for more work in responding to diversity and to institutionalizing diversity into everyday practice. (IIIA.4a,b,c)

Staff development opportunities are varied and diverse, evidenced by the following activities: Summer Technology Institute, SLO Summer Institute, Leadership Academy, Institute Days, the Great Teachers Seminars, and Classified Staff Retreats. The college plans on developing a comprehensive Staff Development Plan to identify administration, faculty, and classified professional development needs and to organize and coordinate all staff development activities. (IIIA.5a,b)

Classified staff has established a Classified Staff Advisory Council that has taken on an active role in the training of new classified staff. Members of the council provide a thorough and comprehensive two-day orientation for new employees. (IIIA.5)

Conclusions

The college meets the standards for most aspects of human resources. (IIIA) The college demonstrates a commitment to professional development and staff diversity through the Beyond Tolerance Initiative, the Classified Staff Advisory Council, and ongoing institutes and trainings. (IIIA.4, IIIA.5) Human resource policies and procedures are easily accessible and provided in written format and on the intranet. (IIIA.3)

The college continues to be challenged by the need to develop a planning initiative to address issues of staffing on the East and West Campuses and to address the need for consistent implementation of faculty and staff evaluations, both of which were recommended in the previous accreditation report. In addition, hiring practices need to be consistent for all levels of employment.

IIIB: Physical Resources

General Observations

The college has provided evidence of a wide assortment of planning documents to assist in the assessment and financing of the physical resources. The most recent Facilities Master Plan (FMP) is a comprehensive assessment of existing facilities and projections for new

facilities. The FMP was the basis for the Measure E bond. It identified over \$600 million in necessary projects emanating from the departmental program reviews and collegewide infrastructure assessments. As a result of the successful Measure E election, \$326 million of these projects will be funded. The college has identified a need to more closely link the FMP with the Educational Master Plan. The planning necessary to implement Measure E will be critical to ensure that physical resource planning is integrated with institutional planning. (IIIB)

Findings and Evidence

The college develops a number of planning tools to assist in facility planning including program reviews, the Facilities Master Plan, the Educational Master Plan, the State Five-Year Construction Plan, and the State Space Inventory Report. (IIIB.1a,b; IIIB.2) The college makes use of the Room Use Detail Report to review room scheduling to ensure facilities are utilized in the most efficient manner. (IIIB.2b) The college recently initiated a three-year lease program to provide for ongoing renewal of desktop computers in labs and workstations. Even though there is a plan to renew the desktop computers, the college has identified a need to expand the planning for replacement of equipment in other areas. The report states that long-range planning for equipment is, at best, moment to moment and year to year.

Student safety and security of buildings are in compliance with accreditation standards. (IIIB.1b) The college has important emergency planning tools, including the emergency Zone Paging System in place to ensure student safety. The college has done an excellent job of posting the emergency plan on the web, so it is accessible to the college community. The Measure E bond program is providing \$326 million in renovation and building projects. The college has identified the need to strengthen the planning process to implement Measure E projects and to strengthen the communication processes between the district and the college so that as revisions are made to the list of projects, they are made in a transparent manner in collaboration with the college and communicated to the college community. (IIIB.2a,b) Experience of other districts will show that the project list and priorities will continue to evolve over the expected eight-year life of Measure E implementation. It is clear that the manner in which Measure E is implemented will have a significant effect on instructional and student services programs in the next eight years and will be watched closely by the college staff and the community to ensure funds are spent wisely.

The self study describes a process for facilities planning, which includes capital projects and major maintenance needs. There is recognition in the self study that facilities create a positive learning environment that, in turn, supports student learning outcomes. The college has demonstrated how program reviews were used as the building blocks of the Facilities Master Plan; however, clearly identified is the need to link more closely the FMP, the Human Resources, Technology and Equipment Replacement plans with the Educational Master Plan. The college has identified the need to plan for staffing new facilities as they are constructed with Measure E funds. No evidence exists that this plan has been compiled and circulated stating the need and the options for funding the requisite new positions. (IIID.1d, IIIB.2a)

Conclusions

The overview of standard IIIB indicates a college meeting or exceeding this part of the standard. The Facilities Master Plan was instrumental in justifying to the community the need for capital improvements to the colleges. The support of the community in passing Measure E and providing \$326 million in funding for improvements is both recognition of the support the college has in the community and the desire of the college to improve the student learning environment.

IIIC: Technology Resources

General Observations

The team found that the college provided evidence to substantiate having met Standard IIIC. The college provides technology support for the East and West Campuses. The network infrastructure provides Internet connectivity that is commonly available to students, faculty, and staff and allows access to robust enterprise systems managed by central services. The Technology Services Department provides desktop and computer support at the college. In total, there are approximately 57 computer laboratories collegewide. SMART classrooms are available for instruction at both the East and West Campuses. All of the classrooms in Sierra and Yosemite Halls on the West Campus are SMART classrooms. The Instructional Technology Committee has completed a draft college Technology Plan.

Findings and Evidence

The college provides technology support to meet the needs of learning, teaching, communication, research, and operational support. The college staff provides an exemplary amount of support for technology. The institution provides a wide range of technology support through trainings, a three-year computer replacement plan, the OmniUpdate System, Datatel System, WebCT, Go Print printing system, integrated library system, computer labs, adaptive equipment and software, SMART classrooms, and the district intranet. The college provides student computer laboratories at both the East and West Campuses. (IIIC, IIIC.1a)

The Vice Chancellor of Technology oversees the network infrastructure, enterprise systems, webmaster, district software licensing, and help desk functions. The Dean of Instructional Services is responsible for the coordination, assessment, and planning of college technology. Technology Services, under the Dean of Instructional Services, has one manager and seven technicians. This unit is responsible for acquiring, maintaining, upgrading, and replacing equipment and software in computer laboratories and staff offices. Media Services is comprised of six staff members. The technology department has been reduced by six positions: one webmaster, three technology services technicians, one media services manager, and one electronics technician. (IIIC.1a,b)

College and district committees provide opportunities for dialog, policy development, and planning regarding technology needs of the college. These committees include Virtual Classroom Committee, Instructional Technology Committee, and the YCCD Technology Committee. Communication among the committees has improved. (IIIC.1a,d)

The college provides routine opportunities for training such as the Technology Institute and WebCT Academies. Faculty and staff expressed the need for additional training and staff

development opportunities to meet the technology needs of all faculty and staff. (IIIC.1b)

Current hardware and software is available to faculty, staff, and students. Central Services is responsible for the management and maintenance of enterprise systems and the network infrastructure. Faculty, staff, and students can call an IT Helpdesk to report technology problems. The college maintains desktop support and computer hardware and software. The college systematically upgrades laboratories and staff computers on a three-year cycle using a lease program. (IIIC.1c)

The college has implemented a distance education program. The Virtual Classroom Committee and the Coordinator of Distance Education and Instructional Technology support distance education. The delivery of distance education is facilitated through the use of the WebCT course management system. Central Services manage and maintain system hardware and software. WebCT Academies train faculty to effectively use the course management system and provide pedagogical information on distance learning. Students can purchase a distance education handbook from the bookstore and call a helpdesk for technical assistance. (IIIC.1a,b,d)

In Fall 2005, the Instructional Technology Committee completed a draft Technology Plan. The Technology Plan articulates staffing needs, policies, and procedures that will allow the college to systematically plan, maintain, acquire, and replace hardware, software, systems, and equipment to meet institutional needs. (IIIC.1b,c; IIIC.2)

Technology planning is not integrated into comprehensive strategic planning with measurable objectives and processes for evaluation and improvement. There is no link between the technology plan and other collegewide planning initiatives. The Educational Master Plan process allows departments to identify technology needs. (IIIC.2)

Conclusions

The team concluded that Modesto Junior College meets the standards of good practice as delineated in IIIC. The college provides adequate technology support to meet the learning, teaching, collegewide communications, and operational systems of the institution. Additional training and staff development, especially for technology sophisticated users and on OmniUpdate software, would expand the use of technology at the college. (IIIC.1, IIIC.2)

The technology staff at the college and central services provides an excellent level of support and service to the institution. Due to the reduction in positions and staff turnover, the team suggests the college systematically address levels of staffing for technology and media support and clearly define the responsibilities for the senior administrator responsible for technology to meet the needs of the institution. (IIIC.1a,d)

Technology planning is dispersed through college committees, ad-hoc meetings, and informal discussions. These processes provide multiple forums for dialog among the campus community. A formal mechanism to disperse information would enhance communication and institutional knowledge regarding technology needs and planning. (IIIC.1a,d)

The team suggests that the college implement the Technology Plan before the next self study.

The pervious team report six years ago identified a recommendation concerning institutional planning. (IIIC.1a,b,c,d; IIIC.2)

IIID: Fiscal Resources

General Observations

The college has strong fiscal policies and controls in place to ensure that fiscal resources are utilized in a prudent manner. The district is fiscally conservative as evidenced by the maintenance of 5 percent reserves, the establishment of reserves for retiree medical expenses, and the involvement of the board in fiscal oversight. The outside audit firm did not make any recommendations for improvement in their management letter, which is an important affirmation of the internal controls of the college. At the college level, concern is evident regarding the resource allocation process and a perceived lack of involvement in major fiscal decisions affecting the distributions of dollars to the college. The concerns raised in the self study focused on planning issues and not the fiscal controls.

Findings and Evidence

As with so many of the California community colleges, MJC suffers from a lack of adequate state resources necessary to fully meet the needs of the students. The recent decision to reduce the number of classified positions due to budget cuts is a simple example of reducing the necessary support staff in the instructional and facility maintenance areas, which are required for adequate student support. In spite of the difficulty of the state funding sources being so low compared to the rest of the nation, MJC has made wise decisions on using fiscal resources to best meet student needs. Evidence supports the fact that the board and the district maintain a cautious approach to financing and maintain adequate reserve levels to ensure the stability of the district. (IIID.2c)

The district has an EMP and attempts to link that to resource allocation decisions at the college level. (IIID.1a) There is disagreement about the effectiveness of the EMP to drive resource allocation decisions and no evidence to indicate that the college has a mechanism in place to verify that past expenditures directly support the achievement of institutional plans or student learning. (IIID.1a) The self study indicates a problem with budget and account information being widely available as that recommendation shows up as a planning agenda item. (IIID.1d) The team's interview with the budget director indicated that the account information is widely available. The college should discuss the genesis of this comment in the self study to see what improvements in onsite budget information should be made. (IIID.1b) An identified disconnect exists between the college fiscal planning process and the manner in which resource allocation decisions are made at the district level. The report states that budget planning at the district level appears to be very top down in nature. It recommends a planning agenda item that sets out the need to integrate the college and district resource allocation model. The report also states that the process to determine the college long-range budgeting is difficult because the college is not a participant in the discussion that determines the amount of funds coming from the district. (IIID; IIID1,b,d)

It is clear that the college has work to do regarding the assessment of the EMP as a planning tool for resource allocation. The self study reports states that no evidence indicates that the

college has a mechanism in place to verify that past expenditures directly support the achievement of institutional plans. (IIID.1a)

The college has identified the need to plan for staffing new facilities as they are constructed with Measure E funds. The college is encouraged to prepare this analysis justifying the need for staff positions and other operating costs and to outline the options for funding the requisite new positions. (IIID.1c) This same issue was a previous team recommendation from the 2000 accreditation visit, and yet little evidence exists that substantial progress has been made on this analysis. This becomes more critical since the passage of Measure E and the likely expansion of facilities and programs on the West Campus.

It is important to recognize that the long-range capital planning resulted in the successful Measure E election, which will provide \$326 million of capital funding flowing to the district. This is an excellent example of long-range capital planning, which will benefit MJC for many years. (IIID.1c)

The district has plans to pay for long-term debt, including an actuarial study of retiree health benefits. The district has set aside approximately \$10 million toward funding the retiree medical benefits and has also taken steps to incorporate the “Normal Cost” of future retiree benefits for active employees in the ongoing operating budget of the district. The Measure E bond redeemed some existing debt, which relieved the general fund of financial commitments previously made from operating money. These are two excellent examples of long-range planning and leveraging bond money to free up operational money. (IIID.1c)

The expenditure of funds is managed with integrity. The recent audit reports did not include any management recommendations for improvement, an important verification by an independent audit firm regarding the strength of fiscal controls and reporting. (IIID. 2a,d,g) No evidence exists that the utilization of enrollment management tools is used to gauge fiscal effectiveness such as the assessment of collegewide Weekly Student Contact Hours/ Full Time Equivalent Faculty (WSCH/FTEF). (IIID.2a,b) This may be a tool the college can utilize to gauge the use of fiscal resources. The college has identified the clear need to set up a process to systematically review and communicate budget issues at the college and from the district offices. The communication of budget issues within the college and between the college and the district clearly needs attention. This communication will define the current practice of resource allocation within the district and will most likely lead to a robust discussion about options to modify the existing resource allocation process. (IIID.2, 2a)

There is strong oversight of finances at the district level with prompt response to audit exceptions should they occur and adequate reserve levels to protect against mid-year revenue fluctuations. The district typically issues a Tax Revenue Anticipation Note (TRAN) to guard against any cash flow problems during the year. (IIID.2c) In an interview, the Director of the Foundation indicated that the college goals are tied to fundraising activities. (IIID.2e) There was concern raised in the self study resulting from contract with an outside consulting firm (Campus Works) assuming managerial functions. This resulted in two planning agenda items being included to ensure supervision of internal staff is not delegated to an outside consulting firm. (IIID.2f) The college is adequately insured through a combination of fully insured and self-insured programs for property and liability insurance coverage. (IIID.2c)

The report states that the change in leadership at the district level and the uncertainty of future leadership will continue to make planning efforts difficult. The impact of the Golden Handshake program has been felt throughout the college resulting in many faculty, classified and administrative vacancies, which then resulted in many interim assignments. The hiring process to refill these positions put an enormous strain on the staff at the college and the district to refill these positions in a short period of time. The college indicated in a rather brief analysis of Standard IIID that the EMP continues to be a year-to-year planning and budgeting process. Long-range planning at both the college and the district levels is limited primarily to facilities and maintenance. The planning agenda indicates that the college and district will create an integrated program review, a planning and budgeting mechanism to measure the effectiveness of financial resource use. This will be an important initiative for the college to implement to comply with this standard. (IIID.3)

Conclusions

The overview of standard IIID Fiscal Resources indicates a college meeting or exceeding the standard. Evidence indicates that the college has adequate controls over financial resources, is successfully audited by an independent outside auditor, has a process to follow up on any audit recommendations that may arise, and has adequate reserves. The main themes in the planning agendas for this standard are to integrate resource allocation processes with the EMP. A clearly identified need exists for college personnel to become more involved in the day-to-day decisions made at the district level regarding resource allocation as the self study indicates a perception that the budget process is “top down.”

The college clearly needs to strengthen the planning process to link the Educational Master Plan with other major planning efforts in human resources, technology, and facilities, thus ensuring guidance for the use of fiscal resources. Finally, the college needs to evaluate the effectiveness of the budget decisions to determine how the college goals are being supported.

Recommendations:

See recommendations 1,4,5,6 and 7.

STANDARD IV Leadership and Governance

IVA: Decision Making Roles and Processes

General Comments

The picture of the college is more favorable in general than would be derived from reading the self study. This college needs to improve the collection of data, the sharing of data, and the reliance on data to drive decision making. Some board members, at least in the past, have been frustrated in their ability to get all the evidence they thought was necessary to make the best decisions.

A strong commitment exists by both the chancellor and the interim president to openness of information and discussion and to active participation by all constituencies. There is a clear acknowledgment of the special role of the academic senate, academic managers, and the board. Nonetheless, it is a concern that these beliefs and the appropriate practices are rarely stated in formal documents describing specific processes. In addition, the connection between policy discussions and implementation is weak. The interim president and the chancellor acknowledge a need for strategic plans at the district and at the college so that plans and policies are implemented and do not remain merely good intentions. However, the morale, the energy, the professionalism, and the atmosphere of trust and cooperation could hardly be higher. These characteristics create a very promising foundation for the further improvements to which the top administrators are committed.

All groups acknowledge that historically many decisions are made in the district office and that the district budget, in particular, was developed with no involvement of college staff whether faculty, classified, or administrators even though the “Statement of Principles” for the District Council specifies that “allocation of resources on a broad, district-wide basis” is one of three purposes for which the council was established. All concerned seem to recognize this problem and are determined to build a better, more participatory budget process. Indeed, the District Council will be discussing this issue while the team is still on the campus, so improvements to this process may occur in the very near future. A similar problem exists with facilities planning, which will be addressed elsewhere in this report.

The two colleges in this district are very different in many ways and, especially, very different in size. Modesto Junior College is about five times the size of Columbia measured by FTES. In addition, the district offices are located on one of the campuses of MJC. Perhaps inevitably, suspicions arise whether each college is treated fairly. There is clearly a concern to treat both colleges fairly and, in addition, to build confidence that both colleges are being treated fairly.

Findings and Evidence

The college leaders not only seek to behave ethically but also are trusted by all

constituencies. Student leaders, faculty leaders, deans, and top administrators confirm the openness of information, broad discussion, and meaningful participation in a host of committees. A good example of the college's excellence is an area that they themselves acknowledge in the self study as an area not representing their best effort. The district decided several years ago to go to a compressed calendar. Apparently, all groups were involved in the discussion of that change from the very beginning although the then chancellor initiated the proposal. However, many at the college feel that broad consultation did not exist because the meetings were limited to the leaders of the various groups and participation was not as extensive and did not involve the large number of people. This college has not only processes for discussion but also a culture that emphasizes dialogue. The feelings of dissatisfaction with the decision about converting to a compressed calendar were not ignored. The academic senate revisited the issue after they had implemented the calendar. They spent all their meetings for a semester discussing the advantages and disadvantages of the new calendar and decided not to seek to change the calendar back to 18-week semesters. Although it appears participation and discussion occurred before the calendar was adopted, the standards of what is expected are so high on this campus that they revisited and discussed the matter intensively and extensively.

Faculty and administrators participate actively and even enthusiastically in a large variety of committees. The Academic Senate sends a representative to the administrative council. Administration has a representative at meetings of the Academic Senate. A faculty member elected by the two college senates plus the faculty exclusive bargaining agent sits with the college president at meetings of the district board. A myriad of opportunities exists for individuals to propose improvements to the college. What is missing is a method for ensuring that those good ideas, once endorsed by the appropriate parties, will actually be implemented. For example, a student equity plan was revised, endorsed by the Academic Senate, and adopted by the district board. However, it was not distributed widely and, in fact, was not even sent to some of the people who, according to the plan, were responsible for implementing one or another of its proposals. It is obviously a problem that, despite discussion and acceptance, no clear route exists to implementation. The self study contains dozens of planned changes and carries the signatures of the major constituencies. However, no vehicle is in place for ensuring that those many plans are put into some priority order and implemented over time. (IVA.1)

The various groups are all optimistic about their role in governance. CSEA, the only group that has reservations, is feeling optimistic that the changes in administrative leadership have significantly improved that value of their participation in governance. Although all groups are comfortable with their role in the governance process, very little exists in writing, and what is in writing is often unclear. The board policy describing collegial consultation with the senate concludes with the senate simply recommending to the board and not sharing governance with the board. No evidence exists that the board infringes on the proper role of the Academic Senate, but the written document falls short of authorizing a "clearly defined role" for the senate or specifying clearly that "the institution relies on faculty, its academic senate or other appropriate faculty structures." (IVA.2a,b) According to the self study, the role of administration in governance is in Board Policy 2004. However, the book of board policies has no policy numbered 2004, and when the team requested a hard copy of the policy, none was provided. Although this policy may make an appearance one day, it clearly is not being relied upon to govern actual practice.

The various groups on campus seem to work cooperatively together. For example, in 2002-03, when all public colleges faced a mid-year reduction in support from the state, administration sought to assign every available bit of staff time to the classroom to produce as much enrollment as possible and meet as many students' needs as possible, while reducing the cost of hourly instructors as much as possible. The senate helped facilitate this process by quickly considering in what areas faculty qualified for equivalency so that they could teach courses in which there was more demand and, for a semester or two, reduce the number of small classes. The union cooperated by allowing these last minute reassignments on an emergency and temporary basis. By working cooperatively, the college was able to serve many more students and gain much more enrollment while conserving precious dollars. And administration kept its commitment to return to better practices as quickly as had been promised. Another time, the district offered the Golden Handshake, and a large number of faculty members and others took advantage of the offer and retired. However, funds were scarce at the time, and the senate agreed to postpone the hiring of new full-time faculty for a year to help the district get through the bad times. The administration did hire close to 40 new faculty members the following year and expect to hire a similar number during the current year, which they anticipate will restore them to 75 percent of their courses taught by full-time faculty. The college deserves commendation for having such a large core of full-time faculty.

The self study is weaker than it should be. In far too many areas, the self study just assures the reader that things are going well without providing evidence, reasons, or specific explanations. Of even more concern is that the college seems much too slow in responding to the recommendations of the previous team. (IVA.4)

For the most part, evaluation is an area of weakness at the college. Full-time faculty members do usually get evaluated. However, evaluation of administrators, part-time faculty, and classified staff all seem to be sporadic. Some may be evaluated, but many are not and perhaps none are evaluated regularly. (IVA.5)

Conclusions

The team found that the various groups on campus work cooperatively. Students, faculty and staff confirm that information is available, discussion occurs frequently and participation on committees is widespread. Members of the college community indicates that Modesto Junior College has a "culture of dialog." All groups are comfortable with their role in the governance process. However, the team noted that very few of the college's practices are written down. The college may wish to consider formalizing those good practices in order to insure they continue as personnel change.

IVB: Board and Administration Organization

General Comments

The Yosemite Community College district has a seven-member elected Board of Trustees. The board is committed to providing quality education to the community they serve and acts in a manner consistent with the district mission and in accordance with laws, regulations, and accreditation standards.

The board members are very proud of the role they played in the formulation and passage of Measure E and are enthusiastic about the quality of programs and services the district and college will be able to provide with these additional resources. The board is looking forward to expanding educational services in outlying areas such as Paterson and Angels Camp, but with this will come additional challenges and increased pressure on district resources.

The chancellor delegates to the president of Modesto Junior College the authority and responsibility to lead the college. The president works collegially in a shared governance environment to lead the college in a manner that serves and benefits the interest of the community and students. The current president is serving in an interim capacity but has continued to move the college forward in a positive way. The president enjoys the trust of faculty and staff and works collegially with all constituency groups.

The District Central Services provides certain services to the campus, and these services are clearly delineated and understood by most. In addition to the split of responsibilities between District Central Services and the campus, Modesto Junior College has made decisions regarding the split and sometimes the duplication of services between the East and West Campuses. The East/West Campus configuration presents additional challenges for the college to provide staffing for, and access to, instructional programs and student services at both locations.

Findings and Evidence

A seven-member Board of Trustees governs the Yosemite Community College District. Board members are elected from 5 geographic areas from within the district's service delivery area. The board elections, terms of office, and trustee areas are described in Board Policy 7100. The chair of the Board of Trustees is elected and provides leadership for the board. Election of the board chair and vice-chair is conducted at the Annual Organization Meeting according to the process mandated in Policy 7305.

The Board of Trustees functions as an independent policy-making body that strives to serve the educational needs of the community. This point became very clear when the district was preparing for the bond measure. During this period, the board worked closely with the community to understand the interests, needs, and priorities of the community. In interviews with members of the board, they indicated their commitment to direct and to monitor bond-funded projects consistent with the representations made in Measure E. The board is now focused on providing college facilities and improvements that are consistent with the identified priorities in Measure E and that will meet the expectations of the community, students, faculty, and staff. (IVB.1a)

The evaluation team was able to verify that the board adopts policies and procedures consistent with legal requirements and general standards of good practice. The board policies and procedures can be found on the YCCD website and are available to everyone. In addition, the board has established the "2005-2006 Special Priorities," which are also published and available at the district website. These priorities communicate clearly the board's priorities and provide direction and leadership to, and for, the colleges. Included in the special priorities is the board's commitment to districtwide initiatives and projects, including Measure E; administrative software implementation; expanded outreach efforts; a

sustained commitment to the Excellence, Beyond Tolerance, and student learning outcomes initiatives; and support and analysis of the relationship between Central Services and the colleges. The board should be acknowledged for the creation and adoption of the “2005-2006 Special Priorities” and the vision, direction, and commitment that are communicated by these priorities. (IVB.1b,c)

The team found evidence that the board clearly understands its role as a policy-making body and adopts policies that are designed to promote student success. The board’s “2005-2006 Special Priorities” are evidence that the board recognizes and accepts its responsibility for educational quality and bases decisions on established priorities that are focused on the improvement of student learning. In the past some members of the board criticized the flow of information from the chancellor, vice-chancellors, and the district support staff as being inadequate for making informed decisions. Board members indicated that there is now very open communication between the chancellor and the board, and that easy access to information now allows them to make sound decisions. (IVB.1c)

The board’s size, duties, responsibilities, structure, and operating procedures are outlined in District Policy 7000, and these policies are available through the district website. The board telecasts all board meetings and recently has made meetings available via the web using streaming video. Board meeting agendas and minutes are also available on the district website. The board operates in an open and transparent manner, consistent with its policies and bylaws. (IVB.1d,e)

The evaluation team was able to verify that the Board of Trustees has a system of member orientation and development that includes training, mentoring, and board retreats. Information regarding the board retreat can be accessed on the district website. Further evidence of the board’s commitment to member education can be found in Policy 7740-Board Education. (IVB.1f)

The board utilizes a self-evaluation instrument annually to assess its performance and identify strengths as well as any areas needing improvement. This process is outlined in Policy 7745. The self evaluation is conducted at the annual board retreat during which board members rate themselves according to a letter grade of A-F. A review of recent self-evaluation instruments by the evaluation team found that board members rated their performance between A and C on the various criteria and that all individual ratings were then gathered and an average score was provided for each rating criteria. In the past, the board has not made any formal use of these evaluations. There is discussion about using the self evaluation as the basis for discussion and action, perhaps as the major subject of a retreat. The team encourages the board to find some way to make more effective use of their self evaluation. (IVB.1g)

District Policy 7710 (Conflict of Interest) and 7715 (Code of Ethics/Standards of Practice) provide policy for conduct by board members; however, no policy could be found that identifies how violations of this particular policy are to be dealt with. The evaluation team did not find any evidence that would suggest that the board does not operate in an ethical manner, free from conflict of interest. (IVB.1h)

The “2005-2006 Special Priorities,” established by the Board of Trustees, includes the

following statement: “Become informed about the new accreditation standards and ensure that Central Services and the colleges make appropriate progress toward addressing the findings in their respective Self-Studies.” Despite the establishment of these special priorities, the accreditation team found several instances in which the self evaluation did not either respond adequately to the previous team’s recommendations or provide sufficient information responsive to the standard to determine that there was substantial compliance with the recommendation or the standard. The accreditation team was concerned when they were unable to find evidence that some of the previous team’s recommendations had not been addressed. (IVB.1i)

The team was able to verify the board’s role in selecting the chancellor through documents and board minutes. One of the documents reviewed described the timeline and process used in the last search for a chancellor. In addition to the role the board serves in selecting the chancellor, the board also conducts an evaluation of the chancellor annually in compliance with Policy 7435. (IVB.1j)

The 2005-2006 Administrative Organizational Chart provides a graphic representation of the college leadership structure. The chart indicates that there is a president, 2 vice presidents, 13 deans, and 6 directors. The accreditation evaluation team conducted multiple interviews with the president, vice presidents, and most of the deans and directors during the site visit. During these interviews and based on the review of various documents, the evaluation team was able to establish and verify the leadership role of the president. (IVB.2a)

Modesto Junior College has an established shared governance process that provides full participation by all stake holder groups. The self study describes the involvement of the president in this process at several levels including the College Council. The president chairs the College Council, which is the college’s decision making body, and sits on the District Council along with college constituency group representatives. The District Council serves as the decision-making body for issues that have a districtwide impact. The evaluation team was able to verify that constituency group representatives shared a sense of empowerment and agreed that the president interacts with the various groups and shared governance committees in a professional and collegial manner.

The evaluation team was able to verify the role and effectiveness of the president through interviews with the president, vice presidents, deans, Academic Senate representatives, CSEA representatives, YFA representatives, and other faculty and staff members. The president delegates authority and empowers the management team to perform the duties consistent with their position. The president also adheres to both the intent and spirit of the shared governance process. The only negative comments regarding the governance process came from the CSEA leadership, but it is important to note that these complaints involved work load issues and the difficulty they experience in participating in the shared governance process while maintaining the work flow in their job assignments. (IVB.2b)

The college has several plans including a Facilities Plan, a Student Equity Plan, and an Education Master Plan, but the evaluation team found no evidence of plan integration or an institutional process for the implementation or evaluation of plans. During interviews with the president, it was clear that he understands the need for plan integration and implementation and will continue to move this priority forward. The lack of integration and

implementation may be a reflection of the number of people that are new or are serving in interim positions. In fact, the president himself is filling an interim position. Although the district and campus have developed several focused plans, the evaluation team found evidence that not all plans are used effectively, and in some cases no evidence exists of any meaningful implementation of the plan. The evaluation team could not find any evidence that plans that were in use were being assessed to determine the impact they have on institutional effectiveness. The team would urge the college to integrate all the various plans. (IVB. 2b)

The president is charged with the implementation and compliance with statutes, regulations, and board policy. The president also is directly responsible for the college budget and expenditures. The district determines the college budget, and it is the president's responsibility to monitor and control the budget at the campus. The evidence provided to the evaluation team indicates that the president is successful at assuring compliance with all regulations and controlling expenditures within the budget. (IVB.2c,d)

The evaluation team found evidence that the president works and communicates with the community by providing information and engaging in civic organizations and activities such as the Kiwanis. The past president of the college is now serving as chancellor of the district and has a history of community involvement. The current president is serving in an interim role and does not have as much history, but every indication is that he is very involved in the community and communicates regularly with members of the community. (IVB.2e)

Modesto Junior College is one of two colleges in the Yosemite Community College District. The District's Central Services are under the leadership of the chancellor and include human resources, finance, facilities and operations, security, grants, research, and external affairs. The evaluation team was able to verify that a clear delineation of responsibilities and functions exists between the district and the college. The perception on the campus is that these services are not always sufficient to support the mission and functions of the college. The situation is made worse by the need to provide services and support at both the East and West Campuses. The district uses an allocation formula based on FTES generation to support Modesto and Columbia campuses; however, a different multiplier is used for each campus. (IVB.3a,b,c)

The evaluation team found evidence that the district has an effective system of budget and expenditure control, which ensures financial responsibility resulting in the maintenance of a prudent reserve. Although the district struggles with budget priorities, it is clear that they are able to maintain a balanced budget despite the challenges. At the campus level, some belief and suspicion exists that the college is not treated fairly, resulting in some level of internal conflict. It was stated and verified that the campus has no input in the district budget development process, which leads to additional dissatisfaction. (IVB.3d)

The president of the college is given the responsibility and authority to lead the college and is held accountable by the chancellor. The evaluation team heard reports that described a top down management style by the previous chancellor, but it also heard and saw evidence that the new chancellor has empowered the president to lead the college within the broad priorities provided by the chancellor and Board of Trustees. It now appears that the district and college are in a much healthier place and positioned for a period of institutional

improvement once all of the interim and vacant management positions are filled. In the meantime, the climate and level of satisfaction among all those interviewed by the evaluation team seem to be much improved. (IVB.3e)

The district and college have several mechanisms for the timely exchange of information between the college and the Board of Trustees. One mechanism is the District Council, which has broad representation from campuses. The District Council is chaired by the chancellor and, therefore, provides a venue for information to be communicated to the board. In addition, the college president and constituency representatives attend all board meetings and act as resource staff to the board. Another vehicle for communication is through a faculty member that is jointly selected by the two Academic Senates and the YFA to serve as faculty liaison to the board. Members of the evaluation team were able to attend a District Council meeting and observe this exchange of information. Because of the geographical distance between Modesto Junior College and Columbia College, the meetings are held at the district office in Modesto, but the committee members at Columbia participate via teleconference. (IVB.3f)

The self study indicates that the Educational Master Plan is the primary method of evaluating system effectiveness. There was considerable disagreement at the campus regarding how the EMP was being used and whether or not it provided any meaningful evaluation. The team also heard from groups and individuals, who were interviewed, that the EMP does not drive the district priorities for support or funding of the campus. In interviews with the college president and the chancellor, the team became aware that neither the college nor the district has a strategic plan in place. Because there is no strategic plan in place and because there is no clear agreement or evidence that indicates how the EMP is used to evaluate effectiveness, it is not evident that a process is in place that will regularly evaluate the district's role in governance and decision making. Despite the apparent lack of regular process evaluations, it is evident in practice that the governance and decision-making structures are, in fact, in place and functioning reasonably well. (IVB.3g)

Conclusions

The Board of Trustees is elected and functions in a manner that is in compliance with the requirements of accreditation. The board is generally perceived in a positive light and believed to operate free of conflict of interest and in an ethical manner. The board expresses a concern for the role the district and college play in the surrounding community and seeks to provide outreach, quality programs, and services to the benefit of the community and students. (IVB.1)

Previously some concern existed regarding a top down management style at the chancellor level. However, general agreement now exists that the current chancellor embraces dialogue and consultation, and morale seems generally very good. The chancellor has identified the need for a district strategic plan and has started the process of creating a plan. At the campus, some hope remains that the creation of a strategic plan will also provide for the integration of other district and college plans that will produce better coordination and results in the future. The strategic plan should ideally provide an opportunity for annual evaluation of institutional effectiveness and produce a planning agenda for improvement.

The college president is empowered by the chancellor to provide leadership for the college. The president works collegially with the college faculty and staff to plan, organize, and assess institutional effectiveness. The college does not currently have a strategic plan and relies primarily on the Educational Master Plan to guide activities. The evaluation team found that although some plans existed, they were not disseminated or implemented. One case in particular is the Student Equity Plan, which was just revised after 12 years but has no ownership and has not been distributed. There is substantial compliance in this area, but a need exists to improve plan integration, to increase research, and to develop and implement student learning outcomes. (IVB.2)

The District Central Services is able to provide coordination and delivery of services that have an impact on both campuses. The delineation of services is evident, and also clear is the manner in which they are to be provided, but disagreement or lack of understanding exists at the campus regarding this delineation. Disagreement also exists regarding the fair and equitable distribution of support and funding. This conflict has been fueled by the fact that the campus does not have input into the district budget formulation but rather is given a budget that must then be prioritized at the campus level. Discussions are now in progress that will seek to find a process for budget development at the district level that will provide for campus input. (IVB.3)

Recommendations:

See recommendations 5,6, and 7.