

SPECIAL REPORT

Modesto Junior College

435 College Avenue
Modesto, California 95350

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

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CERTIFICATION OF THE *SPECIAL REPORT*
OCTOBER 15, 2008

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

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

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

We certify that there was broad participation by the campus community, and we believe that the *Special Report* accurately reflects our response to date to the recommendations of the 2005 Accreditation Visiting Team as well as those of the November 2007 team.

Abe Rojas, President
Board of Trustees

D. Roe Darnell, Chancellor
Yosemite Community College District

Rich Rose, President
Modesto Junior College

Jim Sahlman, President
Academic Senate

Taylor White, President
Associated Students

Rosanne Faughn, President
California School Employees Association

STATEMENT OF SPECIAL REPORT PREPARATION

This *Special Report* documents Modesto Junior College's activity to fulfill Recommendations 4 and 7 in keeping with directions given in the Accrediting Commission for Community and Junior Colleges Action Letter of January 31, 2008. The College's responses to these recommendations were documented in the *Accreditation Progress Report* (October 2007) and the College's progress was evaluated by a team visit in November 2007. Upon receipt of the January 31, 2008 action letter placing the College on probation, the College immediately focused all energy to correct the deficiencies identified in these recommendations.

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

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

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

important documents and processes that will improve the College in significant and sustainable ways.

Modesto Junior College respectfully submits this *Special Report* as a summary of the College's institutional progress in response to the recommendations of the 2005 accreditation visiting team. These reports have been compiled by the college administrative leadership team in consultation with the Academic Senate Executive Council. First drafts of the responses were provided by administrators, faculty, and staff members in specific instructional, student services, learning resources, facilities, and technology areas whose responsibilities include addressing specific recommendations and planning agenda items identified in the 2005 institutional self-study.

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

Rich Rose, President
Modesto Junior College

Accreditation Writing Team:

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

Recommendation 4: Planning Initiatives for East and West Campuses

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

Recommendation 7: Institutional Planning

Chair: Jillian Daly, Yosemite Faculty Association President

Co-Chairs: Rich Rose, President of Modesto Junior College
Curtis Martin, Professor of History

Classified: Cynthia Fuhr, District Database Administrator

Response to Team Recommendations and Commission Action Letter

Recommendation 4:

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

Progress:

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

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

Part One: Facilities Plan

1. The *Modesto Junior College Facilities Master Plan 2007-2013* identifies the placement of facilities on the college's two sites. The West Campus will include the Science Community Center, Great Valley Museum, the Agriculture Pavilion, Agriculture Student Housing, the Softball Complex and the new Allied Health Building. New and/or renovated buildings on the East Campus will be the High Tech Center; the Library and Learning Resources Center; the Performing, Media, and Arts Center; and the Student Services Building.

2. Based on the *Modesto Junior College Facilities Master Plan 2007-2013*, project teams consisting of college administrative, faculty, and support staff members; district personnel; and students are developing programmatic designs for the construction of new buildings as well as the renovations and/or improvements of current facilities. They report their recommendations to the Facilities and Capital Construction Advisory Committee, co-chaired by the Vice President of College Administrative Services and an Academic Senate appointed faculty member. Each current project committee is also represented on the Facilities and Capital Construction Advisory Committee.

Part Two: Instructional and Student Services Plans

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

Instructional Planning for West Campus:

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

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

Student Services Planning for West Campus:

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

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

In March 2008, task force members built on the result of the first survey by conducting individual interviews with the 22 program administrators of the services identified in the survey document. The responses were compiled, analyzed, and then summarized in a report distributed to the groups identified above.

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

Implementation of Instructional and Student Services Plans:

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

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

Part Three: Other College and Central Services Plans

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

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

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

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

Analysis of Results Achieved to Date:

Part One: Facilities Plan

1. The *Modesto Junior College Facilities Master Plan 2007-2013* was accepted by the Yosemite Community College Board of Trustees at the August 2008 meeting. The College worked closely with the design team to determine priorities and a plan for three phases of work. Phase I is the work that will be included in the Measure E Bond Program which is currently funded. Phase II is the work that could reasonably be planned for the next twenty years, if funding became available. Phase III provides an outline for the next fifty years. The *Modesto Junior College Facilities Master Plan 2007-2013* has been presented to the college community during two college-wide forums followed by an open question period of two months that invited written comments. The final *Modesto Junior College Facilities Master Plan 2007-2013* presented to the Yosemite Community College District Board of Trustees reflects all the comments received by the stakeholders and is the basis for bond implementation.
2. Open communication and distribution of information related to bond projects will continue to be a focus of the Facilities and Capital Planning Advisory Committee in 2008-2009. Agendas and minutes are distributed college-wide and are posted on the committee's webpage.

Forums were held in February and April 2008 regarding the placement of the new Student Services building; the Yosemite Community College Board of Trustees selected the East Campus as the location of the new building in June 2008. Placement of the new Library/Learning Resource Center was discussed at an open forum in September 2008. The College has submitted a Final Project Proposal to the state for this project.

The College's executive staff and two faculty from the Academic Senate Executive Board meet bimonthly with the District's bond project managers to be kept informed of all decisions made by each design project team. The teams are committed to honoring the design guidelines for instructional space, which call for all new and remodeled classrooms to have the same technology for faculty use. Minutes from this steering group are posted on the College's website. Through this process, the college executive staff monitors bond construction projects to ensure that decision-making at the design phase is aligned with the College's master plans and strategic plan.

Part Two: Instructional and Student Services Plans

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

Instructional Planning for West Campus:

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

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

Student Services Planning for West Campus:

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

Implementation of Instruction and Student Services Plans:

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

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

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

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

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

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

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

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

Part Three: Other College and Central Services Plans

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

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

additional buses will add at least 12 seats and 8 standing-room only spots per bus.

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

Additional Plans That Have Been Developed:

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

Evidence:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Student Services Program Review Template](#)

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

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

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

[StartSmart Brochure, Summer 2007](#)

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

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

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

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

[Shuttle Bus Schedule](#)

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

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

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

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

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

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

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

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

[Project Green Webpage: Committee Membership](#)

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

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

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

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

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

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

[Design Guides for SMART Classrooms](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

Recommendation 7:

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

Progress:

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

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

Progress 1:

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

Analysis 1:

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

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

Additional plans that have been developed:

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

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

Evidence 1:

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

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

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

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

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

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

Progress 2:

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

Analysis 2:

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

Additional Plans That Have Been Developed:

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

Every three years the Accreditation/Institutional Effectiveness Committee directs the Research Office to survey the college community assessing the viability and applicability of the college mission. Following an analysis of the survey results, the Accreditation/Institutional Effectiveness Committee revises the college mission if deemed appropriate. The proposed revised college mission is circulated for college-wide review prior to the Accreditation/Institutional Effectiveness Committee forwarding a final recommendation for process changes to the College President. The College President will discuss the final recommendation with College Council and other appropriate groups prior to final approval.

Evidence 2:

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

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

Progress 3:

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

Analysis 3:

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

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

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

Internal input was gathered in the following ways:

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

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

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

- Committee members sought feedback from their constituents as various drafts of the strategic plan were ready for review.

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

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

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

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

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

Additional Plans That Have Been Developed:

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

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

Evidence 3:

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

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

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

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

[Strategic Planning Table Talks](#)

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

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

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

Progress 4:

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

Analysis 4:

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

Evidence 4:

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

Progress 5:

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

Analysis 5:

In Summer 2008, members of the college community completed a group assessment of the current status at Modesto Junior College compared to the

Accrediting Commission for Community and Junior College rubric of institutional effectiveness related to planning. The benchmarks of implementation are Awareness, Development, Proficiency, and Sustainable Continuous Quality Improvement. Participants described the College at a level between Awareness and Development.

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

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

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

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

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

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

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

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

Additional Plans That Have Been Developed:

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

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

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

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

Evidence 5:

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

[Gap Analysis](#)

[Group Reports on Gap Analysis](#)

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

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

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

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

[Institutional Effectiveness Report 2008](#)

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

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

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

Progress 6:

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

Analysis 6:

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

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

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

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

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

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

Additional Plans That Have Been Developed:

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

Evidence 6:

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

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

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

(Matrices Indicating Links Among Planning Documents):

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

[Program Review Addendum](#)

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

[Accreditation/Institutional Effectiveness Committee Agenda](#)

[Planning and Budget Committee Agenda](#)

Progress 7:

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

Analysis 7:

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

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

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

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

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

Additional Plans That Have Been Developed:

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

Evidence 7:

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

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

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

[Master Calendar 2008-2009](#)

Progress 8:

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

Analysis 8:

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

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

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

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

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

Additional plans that have been developed:

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

Evidence 8:

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

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

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