MIDTERM REPORT

Submitted by:
Modesto Junior College

Presented to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 15, 2014
Modesto Junior College-Midterm Report-October 2014

Midterm Report – Certification Page

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

From: Jill Stearns, President
Modesto Junior College
435 College Avenue
Modesto, CA 95350

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

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President, Modesto Junior College

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Chair, Board of Trustees
Yosemite Community College District

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California School Employees Association

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President Associated Students of Modesto

Date
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Statement of Report Preparation

This Midterm Report was researched, compiled and prepared in collegial consultation with the participatory governance bodies of Modesto Junior College (MJC). The Accreditation Council, an interdisciplinary, multi-faceted group representative of all stakeholders, has been the body under which accreditation tasks have been organized and completed at MJC.

Since the submission of the 2011 Self Study, and in addition to annual reports, Modesto Junior College has made the following submissions to ACCJC addressing various concerns with regard to accreditation:

- Accreditation Special Report on Recommendations 3 and 4 (March 2012) [1]
- Follow-Up Report 2012 (October 2012) [2]
- Follow-Up Report 2013 (October 2013) [3]
- Substantive Change Proposal (April 2014) [4]

Since the 2011 self-evaluation and comprehensive visit, MJC’s leadership and processes have changed significantly, rendering some of the planning agenda items irrelevant. This report draws on elements of past reports in addition to new materials. Dr. Albert Alt joined MJC as the vice president of college administrative services April 1, 2014 [5]. There are no administrative vacancies at this time.

As this Midterm Report reached a final draft, it was vetted through all of the participatory governance bodies on campus and through an informational campus session during Institute Week [6, 7, 8, 9, 10, 11]. The final draft of the report followed the participatory governance processes laid out in the decision-making handbook Engaging All Voices, and stakeholders across campus interacted with the document and each other.

Jill Stearns, President
Modesto Junior College

Members of the Accreditation Council:

- Albert Alt, Ed.D., Vice President of College and Administrative Services/Administrative Standard Co-Chair
- Mark Anglin, Dean of Agriculture and Environmental Sciences/Dean/Administrative Standard Co-Chair
- Ellen Dambrosio, Librarian/Academic Senate/ Faculty Standard Co-Chair
- Rodrigo Gomez, Student/Past ASMJC Representative
- Jennifer Hamilton, Ph.D., Interim Dean of Business Behavioral and Social Sciences/ Past Accreditation Chair
Susan Kincade, Vice President of Instruction/Accreditation Council Chair/Accreditation Liaison Officer

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Theresa Stovall, Ed.D., Professor-English/Academic Senate/Faculty Standard Co-Chair

James Todd, Ph.D., Professor-Anthropology/Council Co-Chair/Academic Senate/Faculty Standard Co-Chair

Heather Townsend, Accreditation/Assessment Process Specialist, Accreditation Council Meeting Recorder
Response to Team Recommendations and the Commission Action Letter

In the letter dated February 1, 2012 from the Accrediting Commission for Community and Junior Colleges, Modesto Junior College was placed on the sanction of Probation with the following recommendations [12]:

Yosemite Community College District Recommendation 1

In order to fully meet the standard and improve the effectiveness of its human resources, the team recommends the systematic evaluation of all personnel at stated intervals with appropriate documentation. (Standards III.A, III.A.1.a.)

Yosemite Community College District (YCCD) Human Resources maintains all employee evaluation data and information to assist the colleges in effectively identifying which employees are in need of evaluation as outlined in each constituent group’s contract or handbook. The district human resources office maintains evaluation tracking and generates reports to monitor the oversight and effective implementation of all employee evaluations. The district human resources office provides the necessary oversight to ensure that current evaluations are maintained in the employee’s personnel files [13].

Yosemite Community College District Recommendation 2

In order to fully meet the standard, the team recommends that the district and the colleges review institutional missions and their array of course offerings and programs in light of their current budgets. (Standards III.D, III.D.1, ER17.)

The Yosemite Community College District, Columbia College, and Modesto Junior College engaged in further review of their mission statements and array of course offerings and programs in light of current budgets. The YCCD mission statement reads: “The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to cultural and economic development and wellness” [14, 15].

MJC engaged in a review and revision of the college mission statement resulting in adoption by the College Council and approved by the YCCD Board of Trustees on September 11, 2013. The MJC mission statement reads: “MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens” [16].

The Resource Allocation Council at MJC developed and implemented guiding principles that support resource allocation recommendations in periods of growth and reduction. The resource allocation process links budget and resource requests to the college mission, goals, learning outcomes, and student success [17].
Yosemite Community College District Recommendation 3

The team recommends the District and Board of Trustees develop policies on the delegation of authority to the college president. (Standards IV.A.2.a, IV.B.3.e.)

The Yosemite Community College District Board of Trustees revised Board Policy 2430 (formerly 7430) delegating authority to the Chancellor on September 12, 2012. The Board of Trustees adopted Board Policy 2430.1 delegating authority to the college presidents on August 14, 2013 [18].

Yosemite Community College District Recommendation 4

The team recommends the district develop policies that clearly define, and follow, the process for hiring and evaluating the college president. (Standards III.A, III.A.1, III.A.3; ER3, ER5.)

The Yosemite Community College District Board of Trustees adopted Board Policy 2431 (formerly 743s31) on February 8, 2012 and has procedures in place that clearly define and follow the process for hiring and evaluating the college presidents. In the event of a vacancy, the Chancellor shall work with the Board to establish a search process to fill the vacancy and to select the college president. Evaluations of the president follow appropriate timelines, process, and procedure [19].

Modesto Junior College Recommendation 1

In order to fully meet the standards for mission and effectiveness, the team recommends the college analyze community demographic and student enrollment data to more descriptively define the intended student population and emphasize their commitment to student learning in the mission statement. The team further recommends that course and program planning be explicitly linked to the defined population so the college is able to clearly assess its success in institutional planning, decision making, and meeting student needs as related to its mission. (Standards I.A, I.A.1, I.A.4; II.B.3; ER2.)

Through the participatory governance process, Modesto Junior College revised its mission statement to read as follows:

*MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

This mission informs planning across the college, including program review, strategic planning and budget planning [20]. These processes are delineated in the governance document *Engaging All Voices* [21].
On March 29, 2013 a District planning session was held to align the District mission statement with its two college mission statements [22]. The recommendation was made to eliminate the second paragraph of the MJC mission statement because it was more of a value statement. This recommendation was discussed at College Council on April 8 and July 9, 2013 and revised in College Council on August 13, 2013 [23]. The Board of Trustees approved the revised mission statement on September 11, 2013 [24].

**Modesto Junior College Recommendation 2**

The team recommends the college attain the level of proficiency according to the ACCJC Rubric for Student Learning Outcomes by 2012. The college must ensure that faculty members differentiate between course learning outcomes and course objectives. It must also establish clear standards for assessing course learning outcomes that will inform course-level curricular and pedagogical improvement. In addition, the college must complete its development of outcomes at the program and institutional levels. The college must demonstrate that it assesses the outcomes and uses them in college decision making processes to improve institutional effectiveness. The college must create venues to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

**Student Services must develop and implement student learning outcomes, establish systems of assessment to make improvements in the delivery of its programs and services, and communicate to students these learning outcomes.** (Standards I.B.1, I.B.3, I.B.4, I.B.5, I.B.6; II.A.2.i, II.B.4; ER10.)

The college continues to follow its process for assessing student learning outcomes and using the data to inform resource allocation. Course learning outcomes (CLOs) are mapped to and inform program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). Administrative unit outcomes (AUOs) for instructional and non-instructional areas are mapped to and inform institutional learning outcomes.

A program review template consisting of uniform data elements is utilized by all units. This ensures consistency in the data collected. The ten required data elements are: program overview; prioritized strategic goals; responses to prior year; program personnel; outcomes; curriculum; trend analysis; long range planning; resource requests; and summary. These fields are codified in the CurricUNET software program [25].

As part of MJC’s commitment to continuous quality improvement, the constituent groups and governance councils have engaged in discussion of a new time line that expands the program review cycle into a five year sequence [26]. The new program review calendar aligns with the existing five year curriculum review cycle in a manner that program review, assessments, and curriculum flow together.
Incorporated into this program review timeline and process are methods for faculty reporting of data, assessment days where institutional dialogue takes place, and the ability to inform program review with the data and analysis. Five instructional areas piloted a PLO and GELO assessment process in the 2013 academic year, guided by the Outcomes Assessment Workgroup [27]. To further facilitate continuous quality improvement, the MJC SLO Handbook has been created [28].

**Modesto Junior College Recommendation 3**

The team recommends the college resolve the issues of inadequate library staffing and support services on both campuses. (Standards II.C, II.C.1, II.C.1.a, II.C.1.b, II.C.1.c, II.C.2; ER14, ER16.)

MJC has adjusted its library offerings on east and west campus to reflect the foci of each student population. The west campus holds a concentration of materials that support the following division and programs:

- Allied Health
- Family & Consumer Sciences
- Career Technical Education
- Agriculture & Environmental Sciences
- Science, Math, & Engineering
- Photography [29]

Pages 25-26 of this report offer more detailed information about current staffing and support services on both campuses and in the newly renovated Library & Learning Center [30].

**Modesto Junior College Recommendation 4**

The team recommends the college facilities, hours of operation, and staffing be evaluated and modified to assure equitable student access for both campuses (Standards II.C, II.C.1, II.C.1.a, II.C.1.b, II.C.1.c, II.C.2; ER14.) Note: This recommendation was also given to the college by the two previous accreditation teams.

A special report was filed with the Commission addressing equitable student access for both campuses. This report referred to the Facilities Master Plan [31] to explain how the Measure E monies would impact the development of facilities on both campuses and how this impact would improve both the flexibility and sharing of instructional spaces.

In addition, the availability and coordination of instructional and student services on both campuses was addressed, detailing services such as the Associated Students of Modesto Junior College (ASMJC), the Bookstore, tutoring services, student services, financial aid, initial assessment, and the Prime Shine Pirate Express. These services are available on both campuses during peak demand times (e.g. early semester), and as student need lessens, they
primarily reside on either east or west. The following chart lists services available on both campuses [32].

**Modesto Junior College Recommendation 5**

In order to fully meet the standard, the team recommends the college strengthen and clarify the linkages and complete the cycle within the planning and budget process to ensure institutional effectiveness; engage in consistent systematic evaluation of the process; and codify, publish and adhere to the process. In addition, the college must integrate student learning outcome assessment results into the planning and budget process and strengthen the integration of technology planning with integrated planning and resource allocations. (Standards I.B.4, I.B.5, I.B.6, I.B.7; II.A, II.B; III.C.2, III.D.1; ER10.)

A new governance structure with expanded participatory councils was implemented fall 2012, evaluated spring 2013, and revised fall 2013 to enhance the decision-making process at Modesto Junior College [33]. The new governance structure evolved through the revision and adoption of the MJC participatory decision making handbook, Engaging All Voices, and in consultation with the Academic Senate [34] (also discussed in response to recommendation 6). The new decision-making structure provides a framework for flow of inputs and recommendation pathways leading to transparent decision-making grounded in accountability and communication.

Program review includes analysis of SLO assessment data leading to resource requests. In summer 2013 RAC completed fund allocation using prior program review requests [35].

- Resource needs based on learning outcomes was established from 2011 program reviews [35]
- The list was transitioned through the shared governance process through 2012-2013 academic year, including area managers, workgroup review party, and finally the RAC [35]
- The RAC applied its guiding principles [36] and assessed the top needs, requests unfunded by other sources, and themes in the requests (improved instructional technology) and recommended funding $150,000 in unrestricted funds.

Program review continues to be revised to increase effectiveness through the evaluation and analysis process. As a result, five instructional areas went through a pilot PLO and GELO assessment process in spring 2013 as guided by the Outcomes Assessment Workgroup [37] and an additional cohort was engaged in the process fall 2013 and fall 2014, and now all programs follow the revised process.

**Modesto Junior College Recommendation 6**

In order to meet the standard, the college must assess the current governance structure, review and implement changes to strengthen its infrastructure, and evaluate it on a
regular basis. The team recommends the college develop a comprehensive participatory governance handbook that clearly identifies roles and responsibilities of participatory governance committees and constituent roles in the participatory process. (Standards IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3.)

MJC follows its process for participatory governance as codified in Engaging All Voices: MJC Participatory Decision Making Handbook, Fall 2012.

The expanded participatory governance structure was enacted spring 2013. Each governance council meets at least monthly with the ratified membership of faculty, staff, students, and administration [38]. Each council has developed and adopted a charge, responsibilities, and processes. [39].

The participatory governance councils evaluated both process and productivity in spring 2013. The evaluation process resulted in modifications being forwarded to College Council on April 22, 2103 [40]. The Academic Senate president worked collegially with the college president to make revisions to Engaging All Voices: MJC Participatory Decision Making Handbook, with the Senate endorsed on September 5, 2013. [41] College Council approved the revised decision making document on September 9, 2013 [42].

College Council engaged in a second evaluation of effectiveness spring 2014 to ensure continuous quality improvement of institutional governance processes and decision making. [43, 44].

**Modesto Junior College Recommendation 7**

**In order to meet the standard, the team recommends the college develop and implement a distance education plan as identified in the Substantive Change Report, 2010. (Standards IV.A.1, IV.A.2, IV.A.2.a, IV.A.2.b, IV.A.3)**

Following its participatory governance process, the MJC College Council approved its comprehensive five year distance education plan, Modesto Junior College Distance Education Plan 2012-2017, on April 16, 2012 [45]. Since that time, the college has made steady progress in implementing the elements of the distance education plan. One example is the “Join Me” online counseling tool. The MJC counseling department piloted “Join Me’ as a solution for synchronous online meetings for students and counselors in a virtual environment. Counselors are able to share computer screen access allowing a student to watch a counselor navigate online processes or review documents in real time. The small pilot trial in spring 2013 was such a success that the service was fully implemented fall 2013 [46].

**Modesto Junior College Recommendation 8**

**In order to meet the standard, the team recommends the college develop a consistent, transparent, and readily available tracking system that documents evaluations for**
faculty and tracks progress in order to verify performance improvement. (Standards III.A.1.a, III.A.1.b, III.A.5.a, III.A.6)

A comprehensive evaluation tracking system for all full-time faculty was devised to assist in the accurate tracking of evaluations. At the beginning of each semester, the district human resources office compiles a list of evaluations that must take place and notifies the president, who forwards that list to the VPI, who forwards the list to the dean responsible for the evaluation. Evaluation timelines are laid out in the Yosemite Faculty Association (YFA) Contract Articles Six (full time) and Seven (part time) [47]. Full time faculty evaluation master lists are housed in the office of the vice chancellor of human resources and updated each semester, while part time faculty evaluation master lists are housed in the office of the vice president of instruction, also updated each semester [48].

The Accrediting Commission for Community and Junior Colleges took action on July 2, 2012, February 11, 2013 and February 7, 2014 to accept the Modesto Junior College Special Report and Accreditation Follow-Up Reports. The action letters from the commission affirm that the college meets the standards and addressed the recommendations. ACCJC restored MJC to full accreditation status without sanction. [1, 2, 3, 49, 50, 51].
Response to Self-Identified Issues

Introduction

The planning agenda items addressed in this Midterm Report originated in the 2011 Self Study submitted to ACCJC [52]. Since the submission of that report, many changes have occurred at MJC. The 2011 report was written and submitted under previous MJC leadership; therefore, the planning agendas have been reviewed with a newer perspective. Modesto Junior College was successfully restored to accreditation status without sanction in February of 2014 [53]. A number of the planning agenda items were accomplished, and a few remain in progress or are no longer applicable [Appendix A].

As a result of the multiple changes, amendments, improvements and deletions of these agenda items this Midterm Report presents an alternative format [Appendix A]. In the February 2014 letter from the Commission restoring full accreditation without sanction, many standards were specifically mentioned as satisfactorily accomplished (see the chart below); therefore, by extension, the planning agenda items associated with those standards were deemed complete:

<table>
<thead>
<tr>
<th>Planning Agenda Items Addressed In February 2014 Commission Letter</th>
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<tbody>
<tr>
<td>I.A.4</td>
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<td>IV.A.2.b</td>
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<td>IV.A.3</td>
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This report summarizes previously presented information and is primarily focused on areas not addressed by Modesto Junior College in the two Accreditation Follow-Up Reports to ACCJC in 2012 and 2013. Two major themes emerge in the planning agendas: assessment and leadership and governance [Appendix B]. The remaining items will be addressed individually.

The intent of this alternative organization is to minimize repetitive information, clearly sum up thematic concerns, and specifically address the remaining items.
## Thematic Responses

### Assessment

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<td>I.B.5</td>
<td>The College will continue to perfect its assessment efforts and the communication of those results to the campus community.</td>
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<tr>
<td>II.A.1.a</td>
<td>The College is confident in its current efforts and directions in identifying, planning for, and meeting the varied educational needs of its students. Its departmental program reviews, institutional research, and college-wide discussions are consistent with the diversity, demographics, and economy of its community. The College increasingly relies on research, evaluation, and assessment to identify student learning needs and growth; however, there is still progress to be made in this area. To improve college-wide communication with regard to relevant institutional data, the College will broaden dissemination of data and participation in dialogue concerning the results of research pertaining to the effectiveness of its student learning and support programs. The Assessment Work Group will continue to work with Deans and faculty to develop PLOs and institute a regular cycle of PLOs assessment. The work group is also developing an assessment plan for GELOs. When these levels of assessment are in place, the institution will be assessing all of its courses, programs, degrees, certificates and services. To best serve students, MJC will continue to monitor the development of Transfer Model Curricula and will continue to develop TMC aligned degrees for transfer students. Likewise, in order to best serve CTE students, the Career Technical Education programs will be reviewed bi-annually according to scheduled rotation</td>
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| II.A.1.c | The institution must finalize a plan for assessing PLOs and GELOs in order to complete assessment at all levels. In order to facilitate the accomplishment of these goals, the Assessment Work Group will:  
• Facilitate ongoing dialogue and encourage participation in the assessment process  
• Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness  
• Use institutional timelines to integrate outcomes assessment processes  
• Monitor offerings and adjust assessment schedule as necessary  
• Assign more point people to collect data  
• Create a template of scheduled meetings, outgoing notifications, etc.  
• Recommend changes to program review documents to integrate all service areas more fully and to include comprehensive assessment reports  
• Finalize how and where in the general education core GELOs will be assessed |
| II.A.2.b | The College will develop Student Learning Outcomes and assessments for all programs, degrees and certificates by fall 2012. Additionally, the College will develop mechanisms for collecting data regarding the job placement of students who complete career-technical programs and the level of satisfaction of employers who hire program graduates. |
During the 2011-12 academic year, the College will complete the process of identifying PLOs, and the assessment cycle will begin. Current processes for program review and administrative unit review are successfully established; however, the College will continue to monitor and refine these processes.

The College will have Program Learning Outcomes (PLOs) identified for 100 percent of its programs by the end of the 2011-12 academic year. The process by which General Education Learning Outcomes (GELO) will be assessed at the College is currently under development and will be completed by December, 2011. Assessment of GELOs will begin as soon as development of the process has been completed and approved.

The College plans to have Program Learning Outcomes for 100 percent of its degree and certificate programs in place by the 2011-12 academic year. Assessment has already begun on the 40 programs with learning outcomes in place, and the College will phase in assessment of each program as its learning outcomes are published.

The Assessment Work Group is in the process of developing a general education assessment plan, which should be completed by December, 2011. The College will begin assessing GELOs as soon as development of the process has been completed and approved.

Modesto Junior College will transition to an annual program review process for each student services department. The current multi-year cycle has been successful, but transitioning to an annual review will directly align Student Services with the College’s strategic planning process. Further, the College will strengthen its methods of assessing student learning and Service Area Outcomes for student support programs by analyzing comparative grade point averages, successful course completion rates, and persistence and retention rates for program participants versus non-participants.

The College will continue to refine its assessment processes to promote continuous improvement in student learning.

The College will continue to educate the campus community on Program Review, Student Learning Outcomes, and their relationship to the allocation of resources, while designing, adopting, and implementing multi-year financial planning processes.

These planning agenda items are complete and ongoing.

The chart above details all of the planning agenda items in this Midterm Report grouped as assessment. The items were specifically addressed in the Accreditation Follow-Up reports of 2012 and 2013 resulting in the findings documented in the February 2014 letter from ACCJC removing the sanction of probation from MJC [53]. This report relies on those detailed documents along with the following summation.

Assessment has been a focal point for this institution since the 2011 Self Study. Many institutional improvements have been made in order to become proficient, as evidenced by
multiple reports to the Commission [1, 2, 3, 4, 54, 55]. Assessment was a significant portion of the 2013 Accreditation Follow-Up Report and visit [3]. To aid in the organization, coordination, maintenance and execution of continuous quality improvement with regard to assessment, the Outcomes Assessment Workgroup created a website to be the central location for all things related to assessment at MJC [56].

As a result of the ongoing work of the Outcomes Assessment Workgroup and the institution as a whole, a culture of assessment has been cultivated, and as is the nature of continuous quality improvement, established assessment processes themselves are scrutinized and improved upon with each iteration.

**Standard III.A.1.c**

**The College will continue to refine its assessment processes to promote continuous improvement in student learning.**

These planning agenda items are complete and ongoing.

On multiple levels, the assessment processes undergo continuous review. Academic Divisions across campus have assessment as a standing agenda item for meetings, as do Academic Senate, Curriculum Committee, and other participatory governance bodies on campus [57, 58, 59]. With each meeting, there is opportunity for communication to flow between the Outcomes Assessment Workgroup and campus stakeholders to promote continuous quality improvement with regard to student learning.

In addition to these meetings, there are annual MJC SLO Assessment Days. The campus community meets to discuss assessment results and implications for program review [60, 61, 62, 63].

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<th>Leadership and Governance</th>
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<td>I.A.4</td>
<td>Based upon the formal evaluation of the staffing prioritization process, the Accreditation/Institutional Effectiveness (AIE) Committee developed the following recommendations to the Planning and Budget Committee (PBC) for improvements to the process for the next planning program review and resource allocation cycle in 2011-12:</td>
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<td>• Develop better methods of communication for the college community</td>
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<td>• Present a “Just the Facts”-like weekly announcement from the Instructional Office during the prioritization process</td>
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<td>• Deans/managers need to spend time at the division/unit level with faculty and staff articulating the process of program</td>
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<td>• Limit the number of faculty prioritized at Instructional Administrators’ Council (IAC) (in 2011, 95 faculty positions were prioritized)</td>
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<td>• Prioritize instructional classified staff at IAC rather than at College Administrative Council</td>
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<td>• Separate Student Services resource requests into two lists (classified staff</td>
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requests from faculty)
  • Scoring rubrics need to be more clearly defined
  • Force ranking of resource requests

I.B.1  The College will conduct campus focus groups to determine the extent to which staff understand and utilize the planning and resource allocation processes and how these processes are linked to enhancement of student learning and institutional effectiveness.

I.B.2  The College will conduct a formal evaluation of the effectiveness of its processes for assessing and improving institutional effectiveness following the 2011-12 academic year.

I.B.3  Conduct an evaluation of the College’s recently revised processes for linking program review, Strategic Plan goals and resource allocation following the completion of the fiscal year 2011-12 funding cycle.

I.B.6  Conduct a comprehensive evaluation and revision of Introduction to Decision-Making at MJC, fall, 2008 – spring, 2010 during the 2011/12 academic year.

III.A.1.d  The College will take steps to engage faculty and staff more meaningfully in shared governance activities.

III.A.3.b  The College will revise the Leadership Team Handbook to include language pertaining to administrators’ rights to view their personnel files.

IV.A.2.a  During fall 2011, the College will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College fall 2008 - spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders.

The College will conduct the biennial Campus Climate Survey in spring 2012, and it is hoped that revision of the decision-making document will lead to greater agreement to the statement, “The College’s overall planning process effectively incorporates input from the appropriate people or groups in the College and District.”

IV.A.3  The governing board, administrators, faculty, staff, and students will engage in ongoing discussion with the goal of determining additional strategies for improving the ability to work together for the good of the institution. During fall 2011, the College will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College fall 2008 - Spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders.
IV.A.5  As the current planning endeavors are being measured and benchmarked, there is a need for process improvement with regard to classified and student committee representation. Only half of the respondents to the 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “Classified staff members have a substantive and clearly defined role in institutional governance.” The College will engage in further dialogue about participation in governance committees to ensure participation of classified staff and students. The AIE’s Focus Group Interviews have identified strategies to address this issue. Additionally, in spring 2012, faculty, classified staff, and administrators will be surveyed concerning their level of knowledge of the structure and functioning of the College decision-making process and their attitudes toward it. The survey will include specific focus on an updated and ratified version of Decision Making at Modesto Junior College fall, 2008 - spring 2010.

IV.B.2.b  The College will continue to assess its formal procedures and tools for evaluating planning and resource allocation processes, create action plans when necessary, and implement improvements.

These planning agenda items are complete.

The chart above details all of the planning agenda items in this Midterm Report grouped as leadership and governance. The highlighted items were specifically addressed in the February 2014 letter from ACCJC restoring MJC to accreditation without sanction [54]. Since detailed evidence has so recently been submitted to the Commission validating the progress made in these areas, and these items were deemed to have met Accreditation Standards, we will rely on these detailed documents and just give a summation here.

As detailed in reports to the Commission [1, 2, 3, 52], leadership at MJC has been in transition, not reaching equilibrium until 2012 with the hiring of the current administration. Many of the planning agenda items in this leadership grouping are directly impacted by stable leadership. With the arrival of the current administration and the creation and adoption of Engaging All Voices [64], many planning agenda items are addressed. The climate and culture at MJC is different from the climate and culture under which the 2011 Self Study and planning agenda items were written. Communication has improved, council structures expanded, and opportunity for engaged participation across campus stakeholders significantly improved.

Items III.A.1.d, III.A.3.b, IV.A.5, and IV.B.2.b are addressed with more detail to illustrate the continued progress in fulfilling the planning agenda items.

**Standard III.A.1.d**

_The College will take steps to engage faculty and staff more meaningfully in shared governance activities._

This planning agenda item is complete.
Since the writing of this planning agenda item, not only has shared governance at MJC been revisited, but also a significantly revised document entitled *Engaging All Voices* [64] has been written, mutually agreed upon, and adopted by the participatory governance bodies on MJC’s campus. This document, effective October 2012, was reaffirmed in 2013, and in the final meetings of the shared governance councils in spring 2014, each council evaluated the charge of the group and assessed its performance relative to the charge [65, 66, 67, 68, 69, 70]. In this document, generous representation of faculty, staff, and students is guaranteed on each council. Part II of *Engaging All Voices* delineates council membership, responsibilities and charges.

**Standard III.A.3.b**

The college will revise the *Leadership Team Handbook* to include language pertaining to administrators’ rights to view their personnel files.

This planning agenda item is ongoing.

The *Leadership Team Handbook* [71] is compiled by the Leadership Team Advisory Council as a reference manual for the Yosemite Community College District Leadership Team and updated in 2013. It is HR practice to allow employees to view their files, and anytime an employee views his/her file, a log is kept inside that specific file. No LTAC member has ever been denied access to his/her file. The Leadership Team Advisory Council is currently developing language regarding procedures related to administrators’ access to their own personnel files [72]. This language will be reviewed and approved by the YCCD Human Resource office and then be appended to the *Leadership Team Handbook*. The review work will be completed by December 31, 2014.

**Standard IV.A.5**

As the current planning endeavors are being measured and benchmarked, there is a need for process improvement with regard to classified and student committee representation. Only half of the respondents to the 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “Classified staff members have a substantive and clearly defined role in institutional governance.” The College will engage in further dialogue about participation in governance committees to ensure participation of classified staff and students. The AIE’s Focus Group Interviews have identified strategies to address this issue.

Additionally, in spring 2012, faculty, classified staff, and administrators will be surveyed concerning their level of knowledge of the structure and functioning of the College decision-making process and their attitudes toward it. The survey will include specific focus on an updated and ratified version of *Decision Making at Modesto Junior College fall, 2008 – spring 2010* [73].

This planning agenda item is complete.

Through *Engaging All Voices*, strong participation is guaranteed for classified staff and
students as well as other stakeholders [74].

At the time of the survey (2011-12), responses indicated a range of satisfaction with how decision making processes function at MJC. Recognizing the opportunity for continuous quality improvement, focus was placed on broadening communication and participation across constituent groups; therefore, the decision making model was re-evaluated and revitalized. Engaging All Voices ensures opportunity for participation for all stakeholders. The agendas and minutes from the ASMJC, California Schools Employees Association (CSEA), and Classified Staff Advisory Council (CSAC) illustrate how the information loop is closed by communicating to constituent groups items for discussion and input [75, 76, 77].

Part of the revitalization of the Engaging all Voices document was offering guidelines for council members on how to be an effective voice in participatory governance. Members are regularly reminded to complete the communication process by taking information back to their constituent groups [78].

Prior to the 2017 Self Study, MJC will conduct another climate survey to assess participation, communication and satisfaction under the revitalized governance structure.

**Standard IV.B.2.b**

**The College will continue to assess its formal procedures and tools for evaluating planning and resource allocation processes, create action plans when necessary, and implement improvements.**

This planning agenda item is complete.

MJC’s decision making document, Engaging All Voices, devotes a specific section to the resource allocation process. *Part 1: Decision-Making on Resource Allocation at MJC* denotes the process by which the College budget is drafted, how it is reviewed, and how resources are allocated [79]. This process has been utilized to allocate resources based on program review, College priorities, and resource requests [80, 81, 82]. The Resource Allocation Council participated in review of their charge and process at the end of spring 2014 [65].

In summation, MJC has made great progress in the area of leadership and governance. Due to the improvement of and adherence to processes, the function of participatory governance has markedly improved at MJC.
Individual Responses

Standard II.C: Library and Learning Support Services

Standard II.C.1.a

The College will incorporate a standing line-item for library resources into the College’s multi-year financial plan and allocate funds annually from this line-item to each instructional division as a means of encouraging their participation in library resource acquisition and maintenance. The College will also continue with the remodel of the Library and the development of the Integrated Learning Resource Center as planned.

This planning agenda item is complete.

The Library & Learning Center (L&LC) receives an annual allocation through the regular MJC budget process that includes general funds for books, electronic subscriptions, and print subscriptions. VTEA (restricted) funds contribute to general book collections for disciplines that are career technical education program specific. Each fiscal year, a portion of the library’s general fund allocation is designated to each College division/program area based on program size [83]. Librarians work with faculty in each program to purchase recommended books and/or subscriptions using allocated funds.

In addition, a complete resource allocation and budget development model entitled “Decision Making Regarding Budget Development and Resource Allocation is found in Engaging All Voices [79].

The newly renovated Library & Learning Center on MJC East Campus opened on January 13, 2014, with the official ribbon cutting ceremony on January 30, 2014 [84]. The facility includes 170 computers and a tutoring center and writing center, as well as full library services in an open collaborative building. Division meetings of all L&LC staff and faculty take place every other month in order to facilitate discussion of issues that impact all areas within the East and West campus L&LC [85].

Standard II.C.1.c

Fully implement plans for an Integrated Learning Resource Center on East Campus—to include the library—while consolidating the print collection at the renovated East Campus Library by spring 2013. Prioritize bringing Library staffing levels back up to the Title 5 mandate.

This planning agenda item is complete.

In the spring of 2014, the L&LC building opened on East Campus, which consolidated library services, tutoring services, supplemental instruction, and computer labs. The Learning Center is now under the direct supervision of the STEM/Learning Center manager who reports to the dean of Library & Learning Resources [86]. There is now general tutoring training offered via the Tutor 50 class, and all tutors for STEM, writing center, speech, all
disciplines in business and behavioral sciences, Spanish, and ESL are required to complete the course. In addition, all supplemental instruction leaders are now hired and trained through the L&LC. Math, Science, and English faculty work closely with the Learning Center manager and staff to provide the best academic services to students.

During the library’s move to swing space prior to renovation, a strategic weeding process began to keep the collections accessible, browsable, and current [87, 88, 89]. In the new facility, in order to better meet students’ needs, the collection is moving to a more online-based collection with over 45,887 unique online journal titles available for students. The Library now has more reference books available online than in print (1129 to 1782), and the EBSCO database ebook collection contains 22,463 titles, approximately the same as our print collection. Furthermore, since moving into the new facility in January 2014, staff members have aggressively been updating the general print collection, ordering over 800 new titles. An additional 137 books were added to the children’s literature collection in spring 2014.

Finally, in order to better meet the Title V recommendations for the FTES to librarian FTEF ratio, MJC restored one full-time librarian, who had been laid off in 2011, resulting in five full-time librarians [90, 91].

Standard II.C.2

The College is moving forward with the realigning of library and other learning resources, including supplemental instruction and integrated learning labs under a single administrator and should conduct more rigorous assessment of the relationship between utilization of library and learning resources and achievement of student success. In this manner, the College can gain improved insight concerning the adequacy of services and will be in a better position to direct resources toward needed improvements.

This planning agenda item is ongoing.

The consolidation of all library services and Learning Center services (all computer labs, tutoring, and supplemental instruction) is fully completed and under a single administrative dean of Library & Learning Resources who was hired in October 9, 2013 [86]. Faculty have completed the curriculum for the TUTOR 50 General Tutor Training course, and the noncredit TUTOR 850 Supervised Tutoring course has been created to fulfill Title 5 regulations for positive attendance apportionment accounting under Section 58170.

This past year, the STEM grant funded math and science tutors, anatomy models, calculators for student loan, and electronic tablets for student check out. STEM instructional staff provide these additional services to students at different events such as the first year experience orientation, career technical education classes, etc. [92, 93, 94].
Based on student and faculty feedback, the library has increased outreach through expanded research instruction in face-to-face courses across the curriculum, an embedded librarian pilot for online courses, and the use of Twitter, chat, and email for reference help [95]. Based on student feedback, beverages are allowed in the L&LC and food is allowed on the East Campus patio. A suggestion box system has been reestablished to facilitate feedback [96, 97].

However, more rigorous assessment of the relationship between utilization of the library and learning resources and student success has yet to be developed. Currently there is analysis for supplemental instruction tutoring. This program has proven to positively impact student retention and success as evidenced by the attached fall 2013-spring 2014 tutoring outcomes data developed by the institutional research analyst [98].

There is ongoing conversation with regard to how collected data can be better organized, analyzed, and used for continuous quality improvement [99, 100].

**Standard III.A: Resources**

**Standard III.A.1.a**

*The College will broaden the range of outlets at which openings for faculty and staff positions are advertised.*

This planning agenda item is complete.

Due to state-wide budgetary constraints, MJC, like most California community colleges, did not advertise and hire faculty and staff on a large scale until very recently. As monies became available to dedicate to hiring, the College has expanded the ways in which it advertises openings. In addition to the District website [101], positions are advertised through the California Community College Registry [102]. Depending on the nature of the position, profession specific publications and professional organizations are targeted to advertise faculty and staff openings. In attempts to broaden and diversify the pool of applicants, deans have also attended job fairs to recruit applicants for open positions.

**Standard III.A.5.b**

*The College will conduct a comprehensive assessment of all faculty and staff professional development activities and programs at the end of the 2010-11 academic year and annually thereafter.*

This planning agenda item is complete and ongoing.

The Professional Development Coordinating Committee plans and assesses professional development for faculty and staff at MJC. The most comprehensive time of training occurs during the fall and spring institute days [103], and professional development activities are
ongoing year round [104]. Opportunity exists to continue the standardization and improvement of these assessments.

**Grouped Response: Standards III.A.6, III.B.1.b, III.B.2.a**

**Standard III.A.6**

The College will address the total cost of ownership of new facilities as well as the cost of restoring positions previously lost to attrition through the recently developed annual and long range resource allocation processes.

**Standard III.B: Physical Resources**

**Standard III.B.1.b**

The district must address the lack of custodians, maintenance workers, and groundskeepers by developing and implementing a long-range staffing plan that takes into consideration the total cost of ownership of existing and not yet completed bond-funded projects.

**Standard III.B.2.a**

At the time of this writing the College is in the process of formulating a multiyear funding plan that addresses the total cost of ownership of existing, renovated, and newly constructed facilities; and discussions are under way at the district level geared toward the development of a similar plan to address district needs. These plans must be adopted and strategies to identify and deploy resources toward identified needs must be implemented.

Modesto Junior College and the Yosemite Community College District have completed these planning agenda items.

The College and District have addressed the total cost of ownership of new facilities through development of a comprehensive staffing plan for custodial, maintenance, and groundskeeping services based upon California Association of School Business Officers (CASBO) standards [105]. The District has implemented several elements of the staffing plan to meet the current needs of the College. A total of 8 FTE custodians have been gained as follows:

- Custodians were moved to graveyard shift to afford cleaning without disruption. This netted an increase in efficiency equated to 2.5 FTE.
- Restored 4 full-time custodian positions that had been lost due to reduction in force.
- Reorganization of custodial services under a single manager resulted in freeing up two custodial supervisor positions resulting in a net gain of 1.5 FTE for custodial positions.

Additional measures taken to address the total cost of ownership of new facilities include the purchase of new cleaning equipment. The new equipment supports efficient cleaning of
spaces during hour buildings are closed. The District has also recently joined the newly formed community college engagement group of APPA, the professional organization for educational facilities management. The resources available from APPA will assist the District and College in maintaining staffing standards that meet the needs of community colleges.

**Standard III.B.2.b**

*The College plans to conduct a comprehensive assessment of the College’s and district’s processes for linking physical resource planning to overall institutional planning in 2012-13, following the substantial completion of the Measure E bond program and full implementation of recent changes to the College’s and District’s resource-allocation processes.*

This planning agenda item is complete.

MJC revised the resource allocation and budget development process using the participatory governance process during the 2012/13 academic year. The newly adopted process was utilized in the fall of 2013 to allocate resources toward identified needs from the program review evaluation process. Development of the revised resource allocation and budget development process included assessment of the linking of physical resource planning at the College and District to overall institutional planning and budget development. The Resource Allocation Council (RAC) is tasked with making recommendations regarding allocation of resources toward physical plant needs.

The RAC established guiding principles in November 2012 that serve as the foundation for budget and resource allocation consideration and recommendation for the College [106]. The framework for budget development and resource allocation relies primarily on program review for resource requests and includes opportunities off cycle from program review for resource allocation requests to be brought forward during the annual budget development process [107].

RAC designates available resources to specific resource requests. The council upholds the guiding principles as they identify the resource requests that best align with the funding restriction, if any. The council recognizes and respects the difficult responsibility of allocation of limited resources that are insufficient to fulfill the requests. To facilitate unbiased consideration, the council may discuss priorities or develop a rubric for fund expenditures, before review of specific requests. Resource allocation recommendations are forwarded to College Council as consent agenda items for recommendation to the president [108].
Standard III.C: Technology Resources.

Standard III.C.1.b

The College will continue to develop a variety of training opportunities for faculty and staff on the use of software, hardware, and new telecommunications equipment.

This planning agenda item is complete.

Please see III.A.5.b and its supporting evidence [103, 104].

Standard III.C.1.c

The College will integrate emerging technologies with the planning of new facilities. The College, in collaboration with the District, will explore methods and funding sources in order to centralize the purchase, tracking and licensing for software used on campus. The College, in collaboration with the District, will develop a single sign-on or ‘campus portal’ for staff and faculty access to campus resources.

This planning agenda item is complete and ongoing.

In the interest of continuous quality improvement, upgrades to existing technology are always evaluated and executed according to need. In addition, Measure E renovations to several buildings on MJC’s campuses included updated technology and offered the opportunity to standardize and upgrade teaching spaces to state-of-the-art instructional technology. The most recent examples include Glacier Hall, Science Community Center, Library & Learning Center, and the soon to be completed North Hall [109]. In the planning of new technologies, faculty are included in this process to accurately meet the learning needs of specific academic disciplines and programs. Most recently, on February 21, 2014, BBSS faculty participated in a demonstration of flat screen monitors in lieu of video data projectors resulting in a new standard for classrooms in North Hall.

Current Yosemite Community College District fiscal services procedures require any technology purchase to be reviewed and approved by the assistant vice chancellor, for information technology in order to verify ability to support said technology as well as verify opportunities for large purchase discounts [110]. Tracking and licensing of software is under review and an area identified for improvement.

A timeline and scope of work has been established along with funding source to bring single sign on to the Yosemite Community College District personnel and students [111]. One of the planned results of the Oracle to SQL Migration will be that students will be provided a single identity that is integrated across the YCCD learning environment and will include access to the following systems:

- course management system (Blackboard)
- student information system (Ellucian Colleague)
- SARS (for signing in to tutoring labs and other labs formerly handled by POS)
- student email system
- student authentication system for college and network access
- student wireless system

Completion is expected December 2014.

**Standard III.D: Financial Resources**

**Standard III.D.1.c**

The District will continue to make annual contributions to the irrevocable retiree liability trust and to fund the annual normal cost for current employees in preparation for their retirement. The District’s most recent retiree liability actuarial study, dated June 10, 2010, will be updated every two years, and adjustments to the budget will be made as required by the study.

This planning agenda item is complete and ongoing.

YCCD makes annual contributions to the irrevocable retiree liability trust in accordance with California requirements and sound fiscal management practices. The District funds the annual employer share of STRS and PERS for current employees in preparation for their retirement. Additionally, a retiree liability actuarial study is conducted every two years, the most recent is dated January 23, 2014. In July 2014, YCCD projected the increased cost of PERS and STRS contributions through 2020/21. This calculation was shared with the YCCD Board of Trustees in preparation for the announced PERS and STRS rate increases [112].

**Standard III.D.2.c**

The District will develop a plan to increase the General Fund reserve at the direction of the Board of Trustees. The percentage has not been identified but will be based on discussions with and direction from the Board of Trustees.

This planning agenda item is complete and ongoing.

YCCD maintains a General Fund reserve of 10%. The General Fund reserve limit was established through formal action of the Board of Trustees [113].

**Standard III.D.2.f**

The District has changed self-insurance pool administrators as of October 1, 2010. This change necessitates training for all staff involved regarding negotiating and entering into contracts, claims, safety, and potential litigation. The District is planning training sessions for staff to meet with the new self-insurance administrators. The training sessions will provide staff with the appropriate knowledge and facts, along with necessary tools to be proactive in the area of risk-management and safety.

This planning agenda item is complete and ongoing.
All existing and new staff have been trained to be proactive in the area of risk-management and safety. The District conducts annual safety training for all staff in identified mandated positions [114]. YCCD engages in ongoing efforts to maintain focus on safety and risk-management across all District sites including monthly safety bulletins from campus safety to all YCCD employees [115]. Necessary tools and equipment are supplied to employees to ensure safety in conducting the business of the Colleges and District. To reduce risk of liability and claims, all contracts are reviewed and executed by the executive vice chancellor.

**Standard III.D.3**

*The College will continue to identify budgetary priorities and conduct periodic analyses to determine whether the allocated resources are being utilized for the purposes identified during the budget development process.*

This planning agenda item is complete and ongoing.

In the 2013 Accreditation Follow-Up Report, this item is addressed fully. For ease of reference it is quoted here:

*MJC has codified, published, and adheres to its process for budget development and resource allocation. The process incorporates student learning outcomes assessment to inform spending and is reviewed annually to ensure effectiveness of institutional process. Modesto Junior College meets the standards for integrated planning and budget process.*

A new governance structure with expanded participatory councils was implemented fall 2012, evaluated spring 2013, and revised fall 2013 to enhance the decision-making process at Modesto Junior College [5.01, 5.02]. The new governance structure evolved through the revision and adoption of the MJC participatory decision making handbook, Engaging All Voices, and in consultation with the Academic Senate [5.03, 5.04] (also discussed in response to recommendation 6). The new decision-making structure provides a framework for flow of inputs and recommendation pathways leading to transparent decision-making grounded in accountability and communication.

**Budget Development and Resource Allocation**

*Resource Allocation Council (RAC) is the shared governance group charged with making recommendations to College Council (CC) regarding the college’s processes for institutional budget development including:*

- Development and implementation of a process by which unit program reviews and the college strategic goals are linked to resource allocations;
- Prioritization of expenditures based on the process described above.

*The RAC has established guiding principles that serve as the foundation for budget and resource allocation consideration and recommendation for the college [5.05]. The framework for budget development and resource allocation relies primarily on program*
review for resource requests and includes an open opportunity for resource allocation requests to be brought forward during the annual budget development process.

The $ graphic was designed to illustrate the process and framework for both budget development and resource allocation at Modesto Junior College [5.06]. The budget development and resource allocation framework relies on collegial consultation throughout the process and is flexible to support allocation of funds from a variety of sources throughout the academic year.

Resource Requests

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Program review is focused on program improvement, which includes analysis of student learning outcomes, student achievement data and workforce needs [5.07]. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives [5.08].

The resource allocation requests are integrated with the requests derived from program review at the division level. The requests are ranked by the division before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general fund, restricted fund, and grant funds. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the RAC.

Resource Allocation

RAC designates available resources to specific resource requests. The council upholds the guiding principles as they identify the resource requests that best align with the funding restriction, if any [5.04]. The council recognizes and respects the difficult responsibility of allocation of limited resources that are insufficient to fulfill the requests. To facilitate unbiased consideration, the council may discuss priorities or develop a rubric for fund expenditures, before review of specific requests. Resource allocation recommendations are forwarded to College Council as consent agenda items for recommendation to the president [108, 116].

Standard IV.A: Decision-Making Roles and Processes

Standard IV.A.4

In its action letter regarding the Substantive Change Proposal for Distance Education, the Commission requested that the College monitor and analyze the success rates of its distance education programs as they compare to face-to-face programs. The College Office of Research and Planning has started this annual analysis as part of the
**Institutional Effectiveness Report.** Study sessions will be conducted in the Academic Senate, division and departmental meetings and other participatory groups for dialogue and analysis.

The College will notify the Commission of programs eliminated in 2010-2011 and will provide rationale for each eliminated program and service.

This planning agenda item is complete and ongoing.

In April of 2014, MJC submitted a Substantive Change Proposal with regard to distance education [4]. It was reviewed by the Commission and was approved in a letter from the Commission dated May 19, 2014 [117].

**Standard IV.B: Board and Administrative Organization**

**Standard IV.B.1.g**

Currently, a long, comprehensive document is used for the Board’s self-evaluation. The Board has not addressed Accreditation Standards in its self-evaluation but intends to do so in the newly revised process.

This planning agenda item is complete.

The YCCD Board of Trustees has incorporated questions into the annual self-evaluation instrument that address Accreditation Standards. In addition, the YCCD Board of Trustees updated their board self-evaluation in 2012 to fully align with the Accreditation Standards. Every year the Board answers the questions via online survey, and after the results are tabulated, there is a discussion of the document in open session [118].

The Board will be participating in a series of board development retreats during spring 2015, and as part of that process, the Board self-evaluation document will be reviewed once again.

**Standard IV.B.1.j**

Although the College meets this standard, the Board’s selection criteria are recreated with each new selection process, thus the Board may consider a more standardized selection process in the future.

This planning agenda item is complete.

The YCCD reviews and updates each job description as determined appropriate during the initial recruitment process. This includes the job description and desired qualifications of the chancellor. Further, the Board of Trustees delegates responsibility to the chancellor in accordance with YCCD Board Policy and Administrative Procedure 2430 [119].
Standard IV.B.2.e

The Interim President, at the time of writing this self-study, will be in place by August 1, 2011. A presidential search committee will be formed in the fall in order to hire a permanent president by spring 2012. The search committee will utilize a search consultant to focus on finding an individual that is not only technically competent but one who can embrace the culture of the MJC faculty, staff, and administration.

This planning agenda item is complete.

The permanent president joined MJC on July 1, 2012. The search was conducted by a consultant who assisted with recruitment and the selection process [120].

Standard IV.B.3.a

The new YCCD chancellor and the MJC President shall collaborate to create a communication system that more clearly conveys the expectations of the Board, District and college leadership. Accountability structures will be in place and fully understood by all College and District personnel by the end of the 2010-11 fiscal year.

This planning agenda item is complete.

The YCCD chancellor established District Council as a participatory governance forum and communication system with the colleges and constituent groups [121, 122]. The chancellor shares the priorities of the Board of Trustees, the District goals, FTES targets, and budget information in District Council. State initiatives and legislative changes are presented as informational and discussion items by the chancellor. Each District Council member is responsible for communication from District Council to their representative group, and then constituent feedback is communicated to District Council. Additionally, the District Council serves as the primary strategic planning group for YCCD.

Standard IV.B.3.b

The board and District leadership should endeavor to continue to align District and College Educational Master Planning and implementation efforts. The District Council should provide leadership in this collaborative effort. The inclusive process by which the District Strategic Plan was revised in 2010-11, with college planning committees providing meaningful input through their District Council representatives provides a workable model for facilitating District/College collaboration. Like the Fiscal and Information Technology branches and the executive management team at Central Services, the Human Resources branch of the District’s operations should be evaluated with a District wide survey instrument.

This planning agenda item is ongoing.

The educational master planning process is on track to be engaged in mid-fall 2014, following the completion of the College strategic planning that started in spring 2014 and
will be finalized in early fall. Through Engaging All Voices, the participatory governance structure will facilitate the educational master planning process, institutionalization of goals, and documentation of outcomes [123, 124, 125, 126].

The executive leadership at the District includes the recently hired Associate Vice Chancellor of Information Technology and Vice Chancellor of Human Resources. The current District strategic planning processes engages a holistic approach that includes among other strategic planning best practices a component of self-evaluation [123,124].

**Standard IV.B.3.g**

**The District standing committees will devise appropriate evaluation processes in order to gain feedback from campus and District constituencies concerning their effectiveness.**

This planning agenda item is complete.

Since the 2011 self-evaluation process, the District has instituted District Council as the body responsible for district ad hoc committees, workgroups, and task forces. Standing committees as previously structured are no longer part of the governance process at the District level.
## Appendices:

### Appendix A: Planning Agendas at a Glance

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### Appendix B: Planning Agenda Items Grouped Thematically

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<td><strong>I.B.5</strong></td>
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| **II.A.1.a** | The College is confident in its current efforts and directions in identifying, planning for, and meeting the varied educational needs of its students. Its departmental program reviews, institutional research, and college-wide discussions are consistent with the diversity, demographics, and economy of its community. The College increasingly relies on research, evaluation, and assessment to identify student learning needs and growth; however, there is still progress to be made in this area. To improve college-wide communication with regard to relevant institutional data, the College will broaden dissemination of data and participation in dialogue concerning the results of research pertaining to the effectiveness of its student learning and support programs.  
   
The Assessment Work Group will continue to work with Deans and faculty to develop PLOs and institute a regular cycle of PLOs assessment. The work group is also developing an assessment plan for GELOs. When these levels of assessment are in place, the institution will be assessing all of its courses, programs, degrees, certificates and services. To best serve students, MJC will continue to monitor the development of Transfer Model Curricula and will continue to develop TMC aligned degrees for transfer students. Likewise, in order to best serve CTE students, the Career Technical Education programs will be reviewed bi-annually according to scheduled rotation |
| **II.A.1.c** | The institution must finalize a plan for assessing PLOs and GELOs in order to complete assessment at all levels. In order to facilitate the accomplishment of these goals, the Assessment Work Group will:  
   • Facilitate ongoing dialogue and encourage participation in the assessment process  
   • Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness  
   • Use institutional timelines to integrate outcomes assessment processes  
   • Monitor offerings and adjust assessment schedule as necessary  
   • Assign more point people to collect data  
   • Create a template of scheduled meetings, outgoing notifications, etc.  
   • Recommend changes to program review documents to integrate all service areas more fully and to include comprehensive assessment reports  
   • Finalize how and where in the general education core GELOs will be assessed |
<p>| <strong>II.A.2.b</strong> | The College will develop Student Learning Outcomes and assessments for all programs, degrees and certificates by fall 2012. Additionally, the College will develop mechanisms for collecting data regarding the job placement of students who complete career-technical programs and the level of satisfaction of employers who hire program graduates. |</p>
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<td>II.A.2.e</td>
<td>During the 2011-12 academic year, the College will complete the process of identifying PLOs, and the assessment cycle will begin. Current processes for program review and administrative unit review are successfully established; however, the college will continue to monitor and refine these processes.</td>
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<td>II.A.2.f</td>
<td>The college will have Program Learning Outcomes (PLOs) identified for 100 percent of its programs by the end of the 2011-12 academic year. The process by which General Education Learning Outcomes (GELO) will be assessed at the College is currently under development and will be completed by December, 2011. Assessment of GELOs will begin as soon as development of the process has been completed and approved.</td>
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<td>II.A.2.i</td>
<td>The College plans to have Program Learning Outcomes for 100 percent of its degree and certificate programs in place by the 2011-12 academic year. Assessment has already begun on the 40 programs with learning outcomes in place, and the college will phase in assessment of each program as its learning outcomes are published.</td>
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<td>II.A.3</td>
<td>The Assessment Work Group is in the process of developing a general education assessment plan, which should be completed by December, 2011. The college will begin assessing GELOs as soon as development of the process has been completed and approved.</td>
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<td>II.B.4</td>
<td>Modesto Junior College will transition to an annual program review process for each student services department. The current multi-year cycle has been successful, but transitioning to an annual review will directly align Student Services with the college’s strategic planning process. Further, the college will strengthen its methods of assessing student learning and Service Area Outcomes for student support programs by analyzing comparative grade point averages, successful course completion rates, and persistence and retention rates for program participants versus non-participants.</td>
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<td>III.A.1.c</td>
<td>The college will continue to refine its assessment processes to promote continuous improvement in student learning.</td>
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<td>III.D.1.a</td>
<td>The college will continue to educate the campus community on Program Review, Student Learning Outcomes, and their relationship to the allocation of resources, while designing, adopting, and implementing multi-year financial planning processes.</td>
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## Leadership and Governance

| I.A.4 | Based upon the formal evaluation of the staffing prioritization process, the Accreditation/Institutional Effectiveness (AIE) Committee developed the following recommendations to the Planning and Budget Committee (PBC) for improvements to the process for the next planning program review and resource allocation cycle in 2011-12:  
• Develop better methods of communication for the college community  
• Present a “Just the Facts”-like weekly announcement from the Instructional Office during the prioritization process  
• Deans/managers need to spend time at the division/unit level with faculty and staff articulating the process of program  
• Limit the number of faculty prioritized at Instructional Administrators’ Council (IAC) (in 2011, 95 faculty positions were prioritized)  
• Prioritize instructional classified staff at IAC rather than at College Administrative Council  
• Separate Student Services resource requests into two lists (classified staff requests from faculty)  
• Scoring rubrics need to be more clearly defined  
• Force ranking of resource requests |
| I.B.1 | The college will conduct campus focus groups to determine the extent to which staff understand and utilize the planning and resource allocation processes and how these processes are linked to enhancement of student learning and institutional effectiveness. |
| I.B.2 | The college will conduct a formal evaluation of the effectiveness of its processes for assessing and improving institutional effectiveness following the 2011-12 academic year. |
| I.B.3 | Conduct an evaluation of the college’s recently revised processes for linking program review, Strategic Plan goals and resource allocation following the completion of the fiscal year 2011-12 funding cycle. |
| I.B.6 | Conduct a comprehensive evaluation and revision of Introduction to Decision-Making at MJC, fall, 2008 – spring, 2010 during the 2011/12 academic year. |
| III.A.1.d | The college will take steps to engage faculty and staff more meaningfully in shared governance activities. |
| III.A.3.b | The college will revise the Leadership Team Handbook to include language pertaining to administrators’ rights to view their personnel files. |
| IV.A.2.a | During fall 2011, the college will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College fall 2008 - spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders. The college will conduct the biennial Campus Climate Survey in spring 2012, and it is hoped that revision of the decision-making document will lead to greater agreement to the statement, “The college’s overall planning process effectively incorporates input from the appropriate people or groups in the College and District.” |
| IV.A.3 | The governing board, administrators, faculty, staff, and students will engage in ongoing discussion with the goal of determining additional strategies for improving the ability to work together for the good of the institution. During fall 2011, the college will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College fall 2008 - spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders. |
| IV.A.5 | As the current planning endeavors are being measured and benchmarked, there is a need for process improvement with regard to classified and student committee representation. Only half of the respondents to the 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “Classified staff members have a substantive and clearly defined role in institutional governance.” The college will engage in further dialogue about participation in governance committees to ensure participation of classified staff and students. The AIE’s Focus Group Interviews have identified strategies to address this issue. Additionally, in spring 2012, faculty, classified staff, and administrators will be surveyed concerning their level of knowledge of the structure and functioning of the college decision-making process and their attitudes toward it. The survey will include specific focus on an updated and ratified version of Decision Making at Modesto Junior College fall, 2008 - spring 2010. |
| IV.B.2.b | The college will continue to assess its formal procedures and tools for evaluating planning and resource allocation processes, create action plans when necessary, and implement improvements. |
Appendix C: List of Evidence

1: Accreditation Special Report, March 15, 2012
2: Modesto Junior College Accreditation Follow-Up Report, October 15, 2012
3: Modesto Junior College Accreditation Follow-Up Report, October 15, 2013
4: Substantive Change Proposal Distance Education, April 08, 2014
5: Board of Trustees Agenda and Minutes, Hiring of Vice President of College Administrative Services, April 1, 2014
7: Instruction Council Agenda, Review of Midterm Report, September 16, 2014
8: College Council Agenda, Review of Midterm Report, September 8, 2014
11: Accreditation at MJC: Maintaining a Healthy Institution Presentation, August 21, 2014
12: February 1, 2012 Action Letter from Commission, MJC Placed on Sanction of Probation
13: Modesto Junior College Follow-Up Report 2012, pages 9-12, District Recommendation One Section and Evidence 1-3
14: Modesto Junior College Follow-Up Report 2013, pages 9-11, District Recommendation Two Section and Evidence 2.01-2.05
15: Yosemite Community College District, Policy 1200: District Mission
16: Modesto Junior College Follow-Up Report 2013, page 10, District Recommendation Two Section and Evidence 2.08-2.13
17: Resource Allocation Council Agenda and Minutes, October 2012 to August 8, 2013
18: Modesto Junior College Follow-Up Report 2013, page 13, District Recommendation Three Section and Evidence 3.01-3.03
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<td>Modesto Junior College Follow-Up Report 2012, pages 21-22, District Recommendation Four and Evidence 1 and 3</td>
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<td>21</td>
<td>Engaging All Voices, Introduction, pages 5-6</td>
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<td>District Planning Session Meeting Notes, 3.29.13 with Mission Alignment Across YCCD Table</td>
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<td>23</td>
<td>Modesto Junior College Follow-Up Report 2013 Recommendation One Evidence 1.07, 1.08, 1.11</td>
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<td>24</td>
<td>Board of Trustees Agenda and Minutes, Approval of Modesto Junior College Mission Statement, September 11, 2013</td>
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<td>Modesto Junior College Follow-Up Report 2013, page 18, Recommendation Two Evidence 2.01-202</td>
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<td>Modesto Junior College Special Report 2012, page 10</td>
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<td>30</td>
<td>Modesto Junior College Midterm Report 2014, pages 25-26</td>
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<td>31</td>
<td>Modesto Junior College Facilities Master Plan, August 8, 2007</td>
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<td>32</td>
<td>Modesto Junior College Special Report 2012, page 16 and Evidence: Reference 24</td>
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38: Modesto Junior College Follow-Up Report 2013, page 25, Recommendation Six Evidence 6.01-6.06


40: College Council Agenda and Minutes, April 22, 2013


42: College Council Agenda and Minutes, September 9, 2013

43: College Council Agenda and Minutes Showing Self-Evaluation, April 28, 2014

44: College Council Agenda, September 8, 2014

45: Modesto Junior College Follow-Up Report 2013, page 27, Recommendation Seven Evidence 7.01-7.02

46: Modesto Junior College Follow-Up Report 2013, page 27, Recommendation Seven Evidence 7.04-7.08

47: YFA Articles 6 and 7

48: Modesto Junior College Follow-Up Report 2012, pages 57-58, Recommendation Eight


51: Commission Action Letter, February 7, 2014

52: Modesto Junior College Accreditation Self Study, October 15, 2011

53: Reaffirmation of Accreditation Letter from ACCJC, February 07, 2014

54: Modesto Junior College 2012 Annual Report Data

55: Modesto Junior College 2013 Annual Report Data

56: Link to Outcomes Assessment Workgroup Webpage
57: Division Agendas Showing Assessment as Standing Item
58: Academic Senate Agenda's Showing Assessment as Standing Item, January 30, 2014 to April 3, 2014
59: Curriculum Committee Agenda's Showing Assessment as Standing Item, January 21, 2014 to April 15, 2014
60: MJC Outcomes Assessment Day Agenda, August 24, 2012
61: 2013-2014 Flexible Calendar Professional Development Workshops; SLOs & Assessment Day, August 20, 2013
62: Outcomes Assessment Day Agenda, September 19, 2014
63: Instruction Council Agenda and Minutes, Program Review and Assessment Discussion, February 26, 2013
64: Engaging All Voices, MJC Participatory Decision-Making Handbook
65: Resource Allocation Council Agenda and Minutes Showing Self-Evaluation, April 18, 2014
66: Instruction Council Agenda and Minutes Showing Self-Evaluation, April 22, 2014
67: College Council Agenda and Minutes Showing Self-Evaluation, April 28, 2014
68: Accreditation Council Agenda and Minutes Showing Self-Evaluation, May 1, 2014
69: Student Services Council Agenda Showing Self-Evaluation, September 12, 2014
70: Facilities Council Agenda Showing Self-Evaluation, September 15, 2014
71: Leadership Team Handbook
72: Leadership Team Advisory Council, Meeting Highlights, August 4, 2014
73: MJC Class Climate Survey 2011-2012
75: ASMJC Agenda and Minutes, April 25, 2014
76: CSEA Agenda and Minutes, March 20, 2014
77: CSAC Agenda and Minutes, March 11, 2014
78: Pages from Engaging all Voices, Part III-Communication to College and Community Stakeholders
79: Decision-Making on Resource Allocation At MJC
80: Resource Allocation Council Agenda and Minutes, August 08, 2013
81: Instruction Council Agenda and Minutes, September 17, 2013 to February 7, 2014
82: College Council Agendas and Minutes, September 9, 2013 to September 23, 2013
83: Library & Learning Center Fund 11 Materials Budget (2013-14)
84: New Library and Learning Center Pictures
85: Library and Learning Center Division Meeting Agendas, October 18, 2013 to July 17, 2014
86: Board of Trustees Agenda and Minutes: Approval of STEM/Learning Center Manager and the Dean of Library and Learning Resources, October 9, 2013
87: General Collection Recency
88: Check Outs/Sirsi/WMS Statistics
89: Purchases 2013/2014 (East & West)
90: Board of Trustees Meeting Agenda, Minutes, and PowerPoint Presentation, February 12, 2014
91: Board of Trustees Agenda and Minutes, July 10 2013
92: First Year Experience Summer Success Academy June 24, 2014 to June 26, 2014
93: Peer Mentor Training Agenda, August 19, 2014
94: FYE-COLSK 100, October 9, 2012
95: Increased Library Outreach Document
96: Gate and Circulation Counts
98: Fall 2013-Spring 2014 Tutoring Outcomes
99: Modesto Junior College Library Service Area Outcome Assessment Research Instruction, August 19, 2014

100: Library & Learning Center Agenda and Minutes, Ongoing Assessment Discussion, September 11, 2014

101: District Website Link: Http://www.yosemite.edu/recruitments/employmentopportunities.htm


103: Institute Week Schedules, Spring and Fall 2014

104: Professional Development FLEX Credit Schedule 2013-2015 and 2013-2014 Training Assessments

105: Facilities Planning and Operations Staffing Needs by Project


107: MJC Budget Development 2014/15 Email/Resource Allocation Form, February 19, 2014

108: Modesto Junior College Recommendation Five Response from the 2013 Follow-Up Report

109: Av Equipment List for North Hall

110: YCCD Purchasing Policy and Procedures

111: Yosemite Community College District Technology Plan 2011-2015

112: Board of Trustees Agenda and Minutes, PERS and STRS Rate Increases Update, July 31, 2014

113: Board of Trustees Agenda and Minutes, Approval of General Fund Reserve, September 12, 2012

114: Email to MJC and Central Services for Required State and Federal Training and CEOP Training, 2014 Fiscal Focus Newsletter, Fall 2012

115: Monthly Safety Bulletins, March to September 2014

116: Modesto Junior College Follow-Up 2013 Report Recommendation Five Evidence

117: Letter of Approval of Substantive Change, May 19, 2014
118:  Board of Trustees Meeting Agenda's and Minutes, July 11, 2012, September 11, 2013, and Board Retreat Minutes, July 31, 2014

119:  YCCD Policy No. 2430: Delegation of Authority to the Chancellor

120:  Hiring of Modesto Junior College President Documents

121:  District Council Statement of Principles, Revised January 17, 2014

122:  District Council Agendas and Minutes, December 15, 2011 to February 25, 2014

123:  YCCD Vision Planning Presentation, April 23, 2014

124:  Email to Campus: YCCD Vision Statement

125:  College Council Agenda and Minutes, March 24, 2014

126:  District Council Agenda and Minutes, March 26, 2014