



To: Hiring Prioritization Committee, College Council  
 From: Dr. Jennifer Zellet, Vice President of Instruction  
 Date: October 2021  
 Re: Instructional Outlook Report 2021-2022

**Introduction and Purpose:**

The Instructional Outlook Report is the first step in the Hiring Prioritization Process, offering guidelines to faculty and their deans as well as the newly conceived Hiring Prioritization Committee. In the past, institutional plans have been carried out with full expectation of replacing retirements and separations as well as anticipating a certain number of growth positions. Since the onset of COVID-19 in the Academic Year 2019-2020, moving all operations to remote, decline in enrollments and FTES, and the recalculation of the FON in response to said enrollment declines, Modesto Junior College finds itself in a very different position compared to past hiring cycles. Not only do we not anticipate growth, we find ourselves with 2 years of prioritized lists that have not been fully satisfied that somehow must be reconciled going forward.

**FON Calculation Report:**

Fall 2022 Advance FON Information (7/23/2021)*						
	Fall 2020 Compliance	Fall 2020 Reported FON	Fall 2021 Advance FON	Fall 2021 P2 FON	Fall 2021 Compliance	Fall 2022 AD FON
<b>YCCD</b>	267.2	293	265.2	288.2	265.2	288.2

\*Since this report, there have been amendments made to the YCCD reported FON, but the calculation is roughly the same, and the District is still over the minimum FON.

The district has reported fewer earned FTES, and YCCD is already FON compliant (indeed by this report YCCD is 23 over the FON compliance number). The district will not report growth in FTES and understands that the residual effects of COVID-19 and resulting downward enrollment trends will result in negative 2- to 3-year impacts on the rolling average by which apportionment is calculated under the Student Centered Funding Formula (SCFF). As a result, the Hiring Prioritization Committee should not anticipate hires based on *growth*.

Notable is the retirement incentive plan put forward by the YCCD Board of Trustees for this academic year. While there already have been many retirements, there is an awareness that there must be strategic replacements to prevent negative programmatic impacts for students.

To maintain access and completion for students, the Hiring Prioritization Committee should approach the prioritization process in the next cycle using the criteria in this document. In the 2019-2020 and 2020-2021 Hiring Prioritization Cycles, there were positions that the institution

chose not to fill due to budgetary considerations. The Hiring Prioritization Committee must consider how to handle “legacy positions” from years past, for those needs may not be the highest priority even two years later. The *Hiring Prioritization Proposal*, authored by Rob Stevenson and Chad Redwing and adopted by the Academic Senate, describes the transition from the Instruction Council to the Hiring Prioritization Committee, and that group will decide upon process for considering legacy positions. As divisions and departments consider proposals for this hiring prioritization cycle, if there is an unfilled request for that area and the area is considering an *additional* request, please indicate the relationship between the two (e.g. does the new request supersede the “legacy position”?)

**Priorities:**

**Recovering with Equity** – For 18-months the institution has been operating under adverse and unusual conditions, and while doing so, student enrollment patterns have changed as have certain regulatory mandates (e.g. general education requirements). As divisions and departments prioritize requests, please consider needs of students in your areas and what will enhance retention, persistence, and completion. Recent data offered for Program Review can be utilized to inform this consideration.

**Institutional Priorities** – The Educational Master Plan brings forward four institutional priorities to guide instruction, and these priorities support the State Chancellor’s Vision for Success. Priority three guides the writing of the proposals and the prioritization by Instruction Council when considering requests for new faculty positions:

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

In addition to these Institutional Priorities from the EMP, there are other influences on the decision-making process:

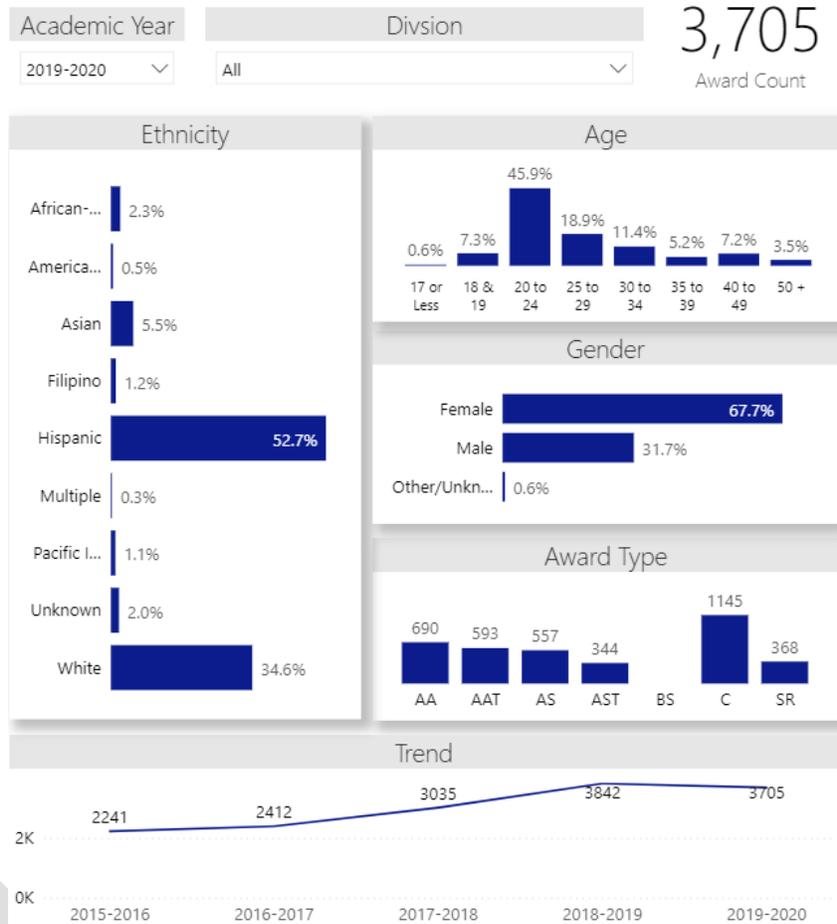
1. Excellence in Teaching and Learning:
  - a. How would a hire further departmental/programmatic goals that support new pedagogies?
  - b. What Equity and/or Disproportionate Impact goals are met by this proposed hire?
  - c. Is there unmet demand that imposes a barrier to completion, particularly for underrepresented/disproportionately impacted student populations?
  - d. By making a hire in a particular department, are we promoting completion for disproportionately impacted student populations?
  - e. Is there an equity gap in a department or program that a strategic hire can alleviate?
2. Funding formula and its emphasis on completion – the completion percentage of the new funding model is where MJC has most opportunity to gain ground.

3. Removing Barriers within a Program
  - a. How will potential hires remove barriers for students?
  - b. How will potential hires close equity gaps?

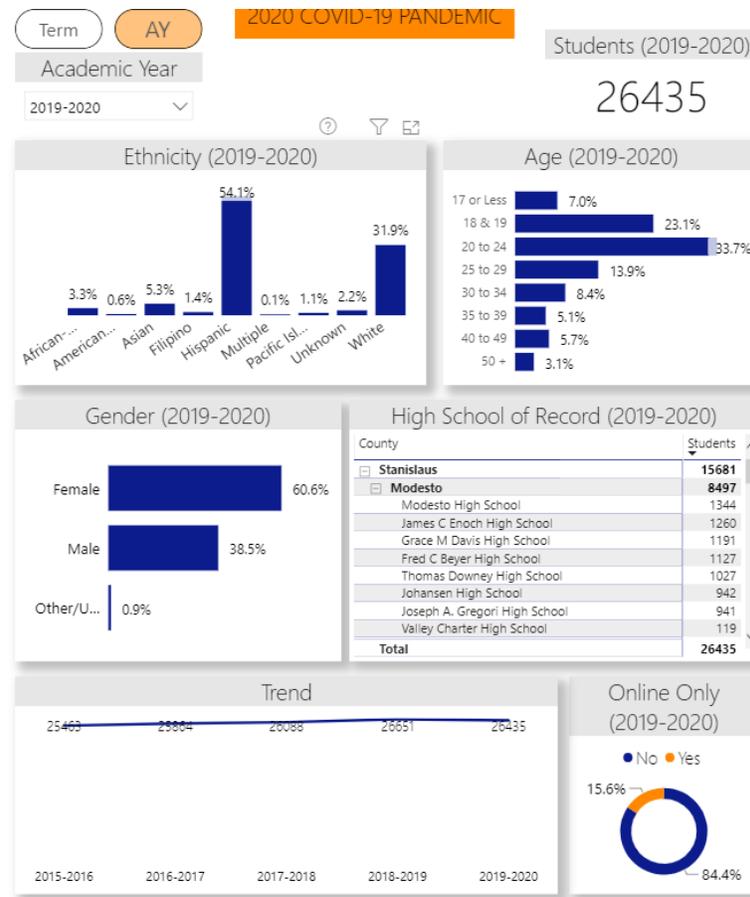
**Completion Data:**

\*Note: We will refer again to 2019-2020 data, given the nature of remote teaching and attendance patterns.

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



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



Considering these larger categories of demographics, departments and divisions should consider how programs are serving particular groups, and as positions are proposed, detail how the proposed hire would promote equity.

The Instruction Council shall prioritize recommendations based on the following considerations:

1. **Immediate needs in current institutional and state-wide context**
2. **Promoting Equity in programs/curricula**
3. **Transfer and CTE Completion**
4. **Ability to contribute to all three factors of the funding formula (Access, Serving Underserved Populations, Completion)**
5. **Historical Review of positions that have repeatedly been denied and the resulting institutional impacts**

This hiring prioritization cycle requires constituent groups to think holistically and from a student-centered approach. As divisions and departments take the first step in what will culminate in a recommendation to the President, your analytical and measured contemplation will set the stage for formative institution-wide conversation. Thank you for your dedication.