



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 11, 2013

Ms. Jill Stearns
President
Modesto Junior College
435 College Ave
Modesto, CA 953

Dear President Stearns:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 9-11, 2013, considered the Follow-Up Report submitted by Modesto Junior College, the report of the evaluation team which visited the College on November 7, 2012, the additional materials submitted to the Commission, and the presentation by College officials. The Commission took action to continue **Probation** and require the College to complete a **Follow-Up Report¹** by **October 15, 2013**. The report will be followed by a visit of Commission representatives.

The Follow-Up Report should demonstrate that the institution has fully addressed all of the recommendations noted below, fully resolved the deficiencies, and meets Eligibility Requirements and Accreditation Standards.

College Recommendations

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; ER 2)

Regarding College Recommendation 1, thorough integration of the new mission with documented budget and planning processes has not been demonstrated.

Ms. Jill Stearns
Modesto Junior College
February 11, 2013

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)

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)

Regarding Recommendation 5, the College has recently created a resource allocation process that integrates learning outcomes assessment data into the program review process; however, the entire process still needs to be written and shared with the campus community, and it needs to show the linkages between assessment, program review, and the different college councils

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)

While the College has developed a handbook, the handbook has not been adopted by all constituent groups, and planning agenda for recommendation 6 notes: "During spring 2014, the handbook will be reviewed, assessed, and evaluated..."

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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)

The college is still working to deploy student services software for online access to counseling.

District Recommendations

District Recommendation 2:

In order to fully meet the standard, the teams recommend 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, ER 17)

With regard to District Recommendation 2, the team found significant confusion in the interaction of the District and the colleges during the process of reviewing their respective mission statements. Although the recommended review of District and College Mission Statement had taken place, it was not clear to the team that the effort to align the Statements was achieved.

District Recommendation 3:

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

District Recommendation 3 requires the delineation of delegated roles and responsibilities to the college president by developing a Board Policy specific to the college president. Board Policy 7430, Delegation of Authority to the Chancellor, includes references to the college president. Specifics regarding the authority and role of the president were in the president's job description, which does not have the strength or purpose of Board Policy.

I wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with Eligibility Requirements and Accreditation Standards are expected to correct deficiencies within a two-year period or the Commission must take adverse action. Modesto Junior College must complete the work needed by **October 15, 2013** or the Commission will be compelled to act.

The Follow-Up Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. I have previously sent you a copy of the Follow-Up Visit Report. Additional copies may now be duplicated.

Ms. Jill Stearns
Modesto Junior College
February 11, 2013

The Commission requires that you give the report and this letter appropriate dissemination to your College staff and to those who were signatories of your College report. This group should include the Chancellor, campus leadership, and the Board of Trustees.

The Commission also requires that the Follow-Up Report, the Follow-Up Visit Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Visit Report, please contact Commission staff.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D
President

BAB/tl

cc: Ms. Susan Kincade, Accreditation Liaison Officer
President, Board of Trustees, Yosemite Community College District
Dr. Glenn R. Roquemore, President, Irvine Valley College, Team Chair

¹Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: (<http://www.accjc.org/college-reports-accjc>).