

## Summary of Planning Agendas





## Summary of Planning Agendas in the 2011 Accreditation Self Study

*Standard 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

*Standard 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.

*Standard 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.

*Standard 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.

*Standard I.B.5.* The college will continue to perfect its assessment efforts and the communication of those results to the campus community.

*Standard 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.

*Standard 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.

*Standard II.A.1.b.* Faculty in individual departments will review data comparing students in online sections with those in face-to-face sections as part of the college’s program review. The college will develop and implement improvement plans with the goal of reducing both rate differentials to below five percent by Fall 2014.

*Standard 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

*Standard 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.

*Standard II.A.2.e.* 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.

*Standard II.A.2.f.* 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.

*Standard II.A.2.i.* 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.

*Standard II.A.3.* 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.

*Standard II.A.3.c.* The Curriculum Committee will review the current list of CSU-GE Areas D3 and D4 and identify currently approved courses which may meet the criteria for approval in these areas.

The Curriculum Committee will include as a discussion item on a future agenda "Local Requirements for A.A. or A.S. Degree" and review current policy to determine if a local GE requirement for Ethnic Studies should be incorporated in degree requirements.

*Standard II.A.6.c.* The college will take steps to ensure that responsible parties are representing the institution clearly, accurately and consistently to the community by assigning this overview to an administrator at MJC.

*Standard II.A.7.b.* A clear process for establishing and publishing clear expectations concerning student academic honesty, the consequences for dishonesty and consistency in all printed and online materials needs to be developed. MJC is in the process of recruiting for a new Vice President of Student Services; it is expected that this administrator will lead the discussion in Fall 2011.

Policies need to be made consistent in all printed materials (e.g. *Academic Integrity Statement in 2010-2011 Student Handbook*).

*Standard II.B.3.a.* The college will continue with its plan to implement Integrated Learning Resource Centers on both the East and West Campuses, and the college will assess the effectiveness of this initiative during the 2013-14 academic year.

*Standard II.B.3.b.* The college needs to identify an individual or individuals to assume the responsibility of providing leadership and direction to the Associated Students of Modesto Junior College for Fall 2011.

*Standard II.B.3.c.* The college will establish goals and targets for increasing both the overall number of students who complete *Student Educational Plans* and the percentage of students with an informed educational goal of transferring or completing a degree or certificate who do so. The college will devise and implement strategies for reaching these objectives. Further, the college will take steps to ensure that all students completing a Guidance course have accurate educational plans on file.

*Standard II.B.3.d.* The college has recently received a Title 5 HSI grant that includes a component to support multicultural and diversity initiatives on campus. A Staff Development Diversity Advisory Committee, which falls under the direction of the Civic Engagement Project, will institutionalize diversity programs, practices, and services that support the appreciation of diversity.

*Standard II.B.3.f.* The college will formulate an action plan to address the security and data storage and retrieval concerns identified in the preceding section.

*Standard II.B.4.* 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.

*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.

*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.

*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.

*Standard III.A.1.a.* The college will broaden the range of outlets at which openings for faculty and staff positions are advertised.

*Standard III.A.1.c.* The college will continue to refine its assessment processes to promote continuous improvement in student learning.

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

*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.

*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.

*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.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 multi-year 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.

*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.

*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.

*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.

*Standard III.C.2.* The college will complete the revision of the 2007 *Technology Plan* and integrate this planning into the college's *Strategic Plan*. The revised technology plan will include a replacement cycle, accompanied by cost estimates, for all campus technology. The college has and will continue to incorporate on-going funding of technology and technology support in its long-range financial plans.

*Standard III.D.1.a.* 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.

*Standard III.D.1.b.* The college will consider redefining "financial resource availability" to include prioritization of base budget expenditures and reallocation of funds supporting lower priority activities currently being funded to higher priority unmet needs.

*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.

The district staff will develop a plan to increase the General Fund reserve at the direction of the Board of Trustees. At this time, the percentage goal has not been identified.

*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.

*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.

*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.

*Standard 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.”

*Standard IV.A.2.b.* The past academic year has demonstrated that relations and processes with regard to program elimination during times of fiscal crisis must be improved. To that end, the Academic Senate is planning a campus-wide forum, scheduled for August 17, 2011, featuring a speaker from the state Academic Senate. Dr. Phil Smith was District Academic Senate President when Los Rios Community College District worked through similar challenges. He will host a workshop to help MJC establish its methodology for dealing with prioritization of courses and programs.

The Academic Senate and the college administration will strive to come to consensus on a collaborative, shared governance process for determining what student learning programs and services, if any, should be eliminated during times of severe financial crisis.

*Standard 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.

*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.

*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*.

*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.

*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.

*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.

*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.

*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.

*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.

*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.