

YCCD Five Year Plan

A Strategic Vision for 2016-2021



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SPECIAL ACKNOWLEDGMENT

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Graphic Design

The updated 2016-2021 YCCD Five Year Plan is the culmination of hard work and dedication by the District's participatory governance group, the extended District Council. This District-wide participation and enthusiasm for District planning has been most remarkable, and has led to a solid plan that highlights some of the YCCD priorities for enhancing student success and the success of our colleges and District.

This successful planning process was driven by our collective desire for continuous improvement and the future improvement of supporting a culture of evidence across the District. As a representative group, the extended District Council reviewed and updated our vision, mission, and guiding principles that incorporated our values, which describe what the Yosemite Community College District is about and who we aspire to be. We also reviewed and updated the District Planning Document by making sure that our strategic directions, goals, strategies (objectives) and tactics were going to provide the framework of a plan that would guide us into the future.



While the development of District Planning and the review and update were a great achievement, we are now charged with the more challenging task of ensuring the continued successful implementation.

Nevertheless, it is exciting to see the District working collaboratively to accomplish common goals that support student success. Our planning process is more than just a process. It is the foundation to assist us in operating more effectively, efficiently, and transparently. Through the continued use, development, and refinement of the process, our District priorities will be closely tied to the budget and other resource allocations, while we continue to foster an environment of integrated planning and a culture of evidence.

I am grateful for the dedication and commitment exhibited by the leadership of District Council in accomplishing this process.

Congratulations to the entire Yosemite Community College District as well for their feedback, input, and impressive work in updating our YCCD Five Year Plan - A Strategic Vision for 2016-2021. We look forward to seeing the results of our collective efforts.

Most sincerely,

A handwritten signature in black ink that reads "Joan E. Smith". The signature is fluid and cursive, with the first name being the most prominent.

Joan E. Smith, Ed.D.
Chancellor

HISTORY AND DESCRIPTION OF THE DISTRICT AND COLLEGES



When the Modesto community approved the establishment of a junior college in 1921, the *Modesto Herald* predicted, “There can be no doubt as to the merits of the Junior College. It will prove to be an economical and efficient way of caring for the first years of college work.”¹

Modesto Junior College began in 1922 with 60 students, eleven part-time instructors, one dean, no buildings, and no campus. The first classes were held at Modesto High School, and the male students wore bow ties and Derby hats and carried white and blue striped canes to distinguish themselves from the high school students.

In the fall of 1922, Modesto purchased a dust-blown, 40-acre grain field for its new college. On October 8, 1922, the entire student body and staff, following a band, marched merrily around the boundaries of the new campus in a ceremony called “Beating the Bounds.”² In 1923, seventeen students successfully completed the college program and became MJC’s first graduating class.

The first year after leaving the high school campus, the students and staff endured buildings with no heat, forty acres of dust and tumbleweeds, and wet and muddy winter conditions. This first class often referred to themselves as “Pioneers” and in turn named their annual *The Buccaneer*, and chose the Pirate as their mascot because of the “marine condition of the campus this season.”³

¹ 2000, Modesto Junior College Accreditation Self Study

² 1983, Modesto Junior College Accreditation Self Study

³ Florcken, Herbert G. 1956, *The History of Modesto Junior College*

HISTORY AND DESCRIPTION OF THE DISTRICT AND COLLEGES

Modesto Junior College was first accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 1952, and in 1964, the state legislature mandated the separation of K-12 from community college institutions. In December of that same year, an organizational meeting was held to establish the first Board of Trustees for the newly separated District. After input from students and staff, the name Yosemite Junior College District was chosen.⁴

The newly formed District approved a proposal for a second campus in Tuolumne County. The proposed site was located on 160-acres of gently rolling hills, purchased from the Bureau of Land Management (BLM).⁵ The one thing that was requested as part of the sale was that a house be built for the previous land owner. The Claim Jumper mascot was chosen because it was believed that the sale of the land was a steal. The beautiful 4.5-acre lake in the center of Columbia's campus is a result of hydraulic mining and is stocked with bass, crappie, and sunfish that are used in biological studies.

According to Dr. Harvey Rhodes, Columbia College's first president, the Tuolumne County campus was originally planned to be a satellite campus to the District's much older and larger campus, Modesto Junior College. As input was collected, however, it became clear that the community not only desired a comprehensive higher education program but a center for skills building, workforce training, and economic development for adults. The original planners determined that the new campus would better serve its community by operating as a separate and unique college. The concept for the college became that of a highly individualized center for learning that would provide access to traditional higher education as well as serve community economic training needs and the needs of the adult learner.⁶ In 1967, the YJCD Board of Trustees agreed and named the new campus Columbia Junior College. The two other names that were considered were, Mother Lode Junior College and Ponderosa Junior College.⁷

Though delays in the BLM's approval process for land reclassification postponed the opening of the new campus in 1967, Columbia College enrolled 127 students in seven college courses, 22 students in the licensed vocational nurse program and another 225 students in the adult basic education courses. Courses were offered in leased facilities in Columbia State Historic Park. By the fall of 1968 and with the construction still in progress, a total of 555 students and 5 full-time faculty welcomed Columbia College's first official charter class. By the spring of 1969 and with construction nearly completed, Columbia College held its first outdoor graduation ceremony on its present site for 27 Associate of Arts degree graduates.⁸ Columbia College was first accredited by ACCJC in 1972.

⁴ Original YJCD Board Meeting Minutes

⁵ 2000, Columbia College Accreditation Self Study and Staff Interviews

⁶ Rhodes, Harvey, 1970, The History of Columbia College, CC Library Cassette Tape Collection, as cited in CC 2000 Self Study

⁷ Original YJCD Board Meeting Minutes

⁸ 2000, Columbia College Accreditation Self Study

HISTORY AND DESCRIPTION OF THE DISTRICT AND COLLEGES

Modesto Junior College added its West Campus in 1970 when the State of California quitclaimed 116.5 acres of the former Modesto State Hospital to the Yosemite Junior College District. In 1978, the state of California deeded over an additional 30 acres to the District and this extra portion was used for District Central Services Offices and the Criminal Justice Training Center (CJTC). When the CJTC moved to the new Service Road Facility, all the unused hospital barracks were burned down in a fire training exercise.⁹ Today, the Central Services offices are still located on the west edge of MJC's West Campus.

In 1977, under state promptings, the District's name was changed to Yosemite Community College District and in 1978, Columbia Junior College followed suit and became Columbia College.¹⁰



⁹ YCCD, Office of Fiscal Services and www.militarymuseum.org/HammondGenHosp.html

¹⁰ Original YCCD Board Meeting Minutes

HISTORY AND DESCRIPTION OF THE DISTRICT AND COLLEGES

DISTRICT AND COLLEGES TODAY

Today, the Yosemite Community College District includes two comprehensive, two-year colleges (Columbia College and Modesto Junior College) and a Central Services unit. The District includes all of two counties (Stanislaus and Tuolumne) and parts of four others (Calaveras, Merced, San Joaquin and Santa Clara) and stretches 170 miles across central California from the Coast Ranges on the west to the Sierra Nevada Mountains on the east.¹¹

In the 2014-2015 academic year, there were 28,216 students enrolled (unduplicated headcount). The District employed a staff of over 1,200 with a 2014-2015 final budget of over \$116 million.¹² Students continue to be served on three main campuses, one at Columbia and two at MJC (East and West), and four main outreach sites, Calaveras, Oakdale, Patterson and Turlock.

On November 2, 2004, voters in the Yosemite Community College District approved a \$326 million general obligation bond for the repair, upgrade, and new construction of Modesto Junior College and Columbia College facilities and the expansion of college outreach sites in Patterson and Calaveras County. As of December 2015, 58 projects have been completed including 17 on the Columbia College campus, 25 on the MJC campuses, 11 scheduled maintenance projects and five projects for Central Services. The new Central Services building is scheduled to be completed in the fall of 2016.¹³

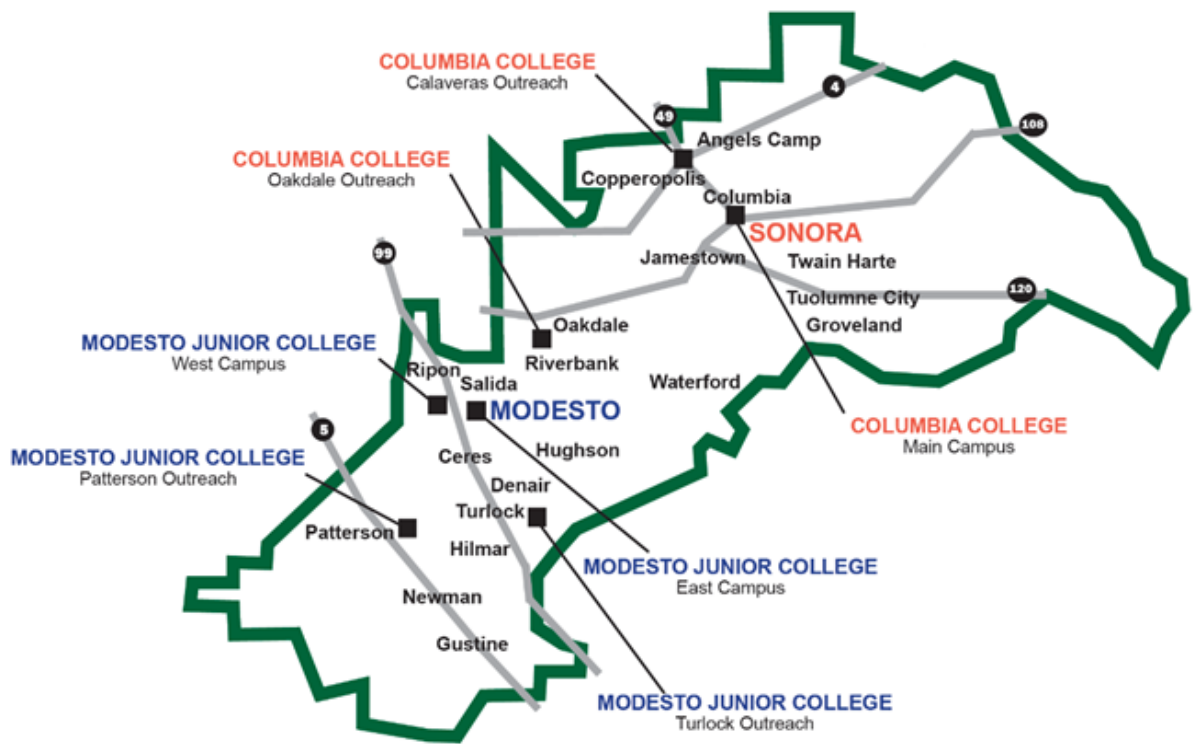


Figure A.1. Yosemite Community College Map ¹³

¹¹ 1980, Columbia College Self Study

¹² YCCD 2014-2015 General Fund Budget

¹³ 2015 YCCD Program Status Report for Measure E Bond

The Yosemite Community College District fully recognizes that planning is a critical element for continuous quality improvement and the efficiency and effectiveness of the District, colleges, and overall operations. It is the cornerstone of facilitating better-informed decisions about the allocation of District resources, and ultimately resulting in improved student achievement and success. Planning at YCCD is designed to be collaborative with the primary focus on enabling the District to effectively achieve its mission and to move towards its desired vision of the future.

The Yosemite Community College District's Five Year Plan for 2016-2021 was guided by the extended District Council – the District's participatory governing body. The membership of this body provided input from their constituency groups, college councils, and academic senates. This included feedback and representation of students, faculty, staff, trustees and management.

This updated Strategic Plan seeks to delineate Yosemite Community College District's prioritized strategic goals for the next five years. Each goal will be measured by the appropriate Vice Chancellor's administrative unit outcomes. For example, Goal One – Quality Staff will be assessed by the Vice Chancellor of Human Resources. Goal Two for Technology will be assessed by the Vice Chancellor of Information Technology Services. Goals Three and Four for Fiscal Resources and Facilities will be assessed by the Vice Chancellor of Fiscal Services. Goal Five will be assessed by the Director of District Security and Emergency Preparedness with support of the Vice Chancellors.

In alignment with the District plan, each college develops strategic directions, goals and strategies that implement, measure and evaluate the outcomes of our efforts across the District.



COMMUNITY, STUDENT, AND EMPLOYEE DEMOGRAPHICS AND DATA

SERVICE AREA POPULATION, DEMOGRAPHICS, AND ECONOMIC INDICATORS

The Yosemite Community College District service area includes all of Tuolumne County, all of Stanislaus County and parts of adjacent counties including: Calaveras County (Copperopolis, Murphys, Arnold, Angels Camp, Altaville, Vallecito, Avery, Hathaway Pines, and Douglas Flat), Merced County (Gustine, Hilmar, Delhi, and Stevinson), northeast Santa Clara County and San Joaquin County (Ripon).

In 2015, the Yosemite Community College District service area population (age 15 and older) was estimated to be 514,403. This is an increase of almost 6% from 2010 and estimates indicate an additional 3.82% growth by 2025. The distribution across age groups of the 2015 YCCD service area (age 15 and older) was estimated to be almost half age 20-49, about 40% over the age of 50 and almost 10% between 15 and 19 years of age. Half of the population is female (51%) and half is male (49%) with 2025 estimates remaining unchanged. The largest ethnic increases in the next ten years are estimated to be Pacific Islander, Hispanic and Asian. The proportion of White and American Indian/Alaskan Native residents are estimated to decrease.¹⁴ In 2015, the ethnic breakdown of the YCCD service area was as follows:

Ethnicity	#	2015	2025 Estimated % Change
African American	12,293	2.4%	6.1%
American Indian/Alaskan Native	3,514	0.7%	-5.2%
Asian	24,857	4.8%	11.6%
Hispanic	189,491	36.8%	12.7%
Pacific Islander	3,281	0.6%	16.6%
Two or More Races	10,918	2.1%	6.8%
White	270,049	52.5%	-3.4%
Total	514,403	100.0%	3.8%

Figure A.2. YCCD Service Area Ethnicity ¹⁵

Public K-12 enrollment over the next 10 years is projected to decrease across the state by 1%. More specifically to our District, Stanislaus County is projected to remain flat (<0.5% growth) and Tuolumne County is projected to decrease (-1.5%) by 2024-2025.¹⁶ To meet enrollment targets, colleges will need to expand beyond the traditional incoming high school population.

Educational attainment in 2014 for Stanislaus and Tuolumne Counties has changed little in the last five years. The percent of the population with a high school diploma or higher in 2014 was almost 90% for Tuolumne County and 77% for the much larger Stanislaus County. For the population 25 and older, degree attainment of an Associate's or higher ranged from 24% (Stanislaus) to 30% (Tuolumne) leaving roughly 70-75% of the District's adult population as potential community college attendees.¹⁷ Unemployment rates in January 2016 for both Stanislaus (9.4%) and Tuolumne (7.3%) Counties are higher than the California rate (5.8%), but are almost half what they were five years ago.¹⁸ Often when unemployment decreases, community colleges see a decrease in enrollment as students return to work.

¹⁴ Economic Modeling Specialists (EMS)

¹⁵ Economic Modeling Specialists (EMS)

¹⁶ California Department of Finance, California Public K-12 Graded Enrollment Projections by County, 2015 Series

¹⁷ US Census Bureau, Community Facts, Education and EMSI

¹⁸ Employment Development Department, Labor Market Information Division

YCCD SERVICE AREA HIGH SCHOOL GRADUATION RATES

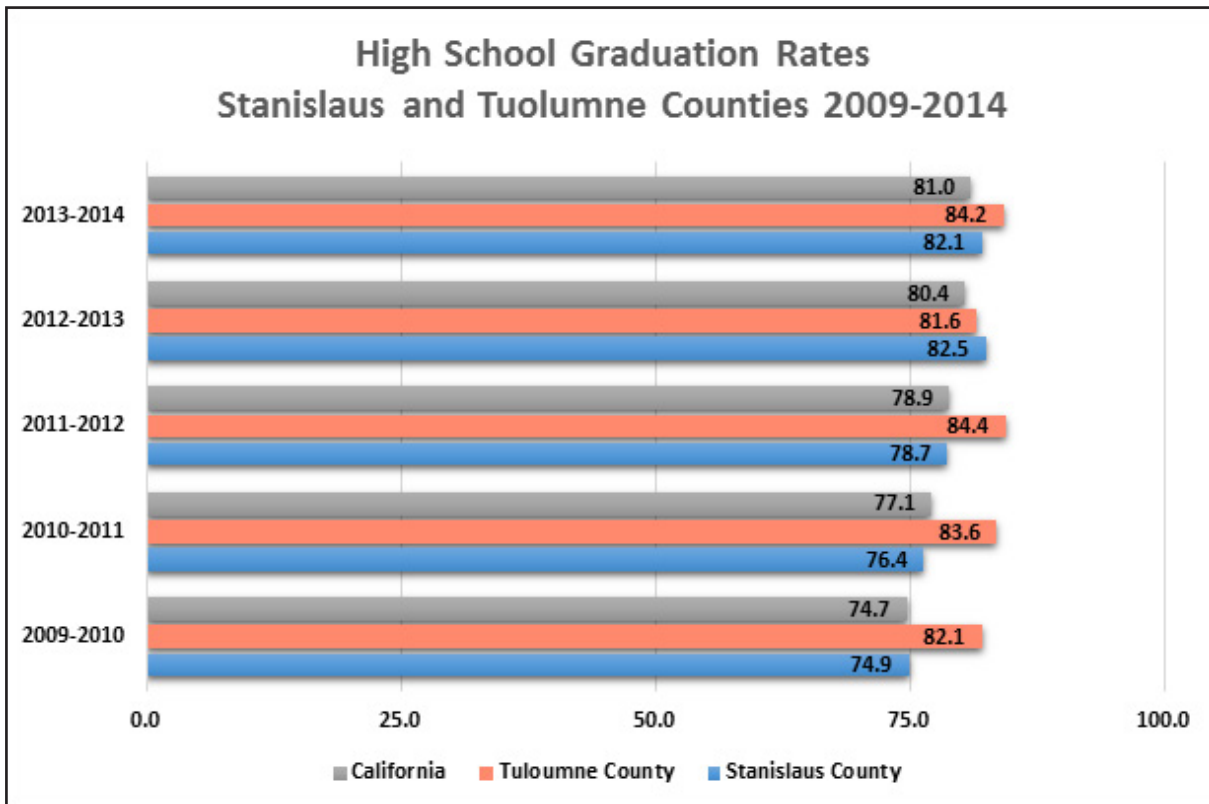


Figure A.3. High School Graduation Rates, Stanislaus and Tuolumne Counties and California¹⁹

The majority of the District’s first time students in the fall 2015 semester were high school age (63.0%). High school graduation rates in the Yosemite Community College District service area continue to be at or above the state rate for the past five years. Tuolumne County rates have remained steady in the low 80’s and the state and Stanislaus County have seen a steady increase in graduation rates from 2010 to 2014.

Further, examination at the high school district level within each of the two counties show that for 2013-2014, Stanislaus County’s 28 high schools (with more than 10 students), 68% have graduation rates above 90%. Tuolumne County’s graduation rates were above 90% for three of the seven high schools (with more than 10 students). The lowest rate in both counties was about 60% and accounted for only three of the 35 high schools. In addition to high schools within the two primary counties served by YCCD, there are almost 30 more feeder high schools in the adjacent counties including: San Joaquin, Merced, Santa Clara and Calaveras Counties. For fall 2015 the high schools outside of the YCCD boundaries with the most enrollment were Manteca and Escalon with over 300 students from each high school attending YCCD.

¹⁹ California Department of Education, Data Quest – Completion Rate

YOSEMITE COMMUNITY COLLEGE DISTRICT
FALL HEADCOUNT

Annual unduplicated headcount at Yosemite Community College District is nearly the same as it was 23 years ago with 28,088 students in 1992-1993 and 28,216 students in 2014-2015. While the District headcount has fluctuated over time and is strongly influenced by the state of the economy, unemployment rates and tuition increases, headcount has not dropped below 20,000 District-wide in over 20 years. District headcount peaked in 2008-2009 with 36,358 students enrolled. At the college level, Modesto peaked in 2008-2009 at 29,277 and Columbia peaked the following year with 7,261 students. Headcount is an unduplicated count of each student enrolled regardless of how many units are taken.

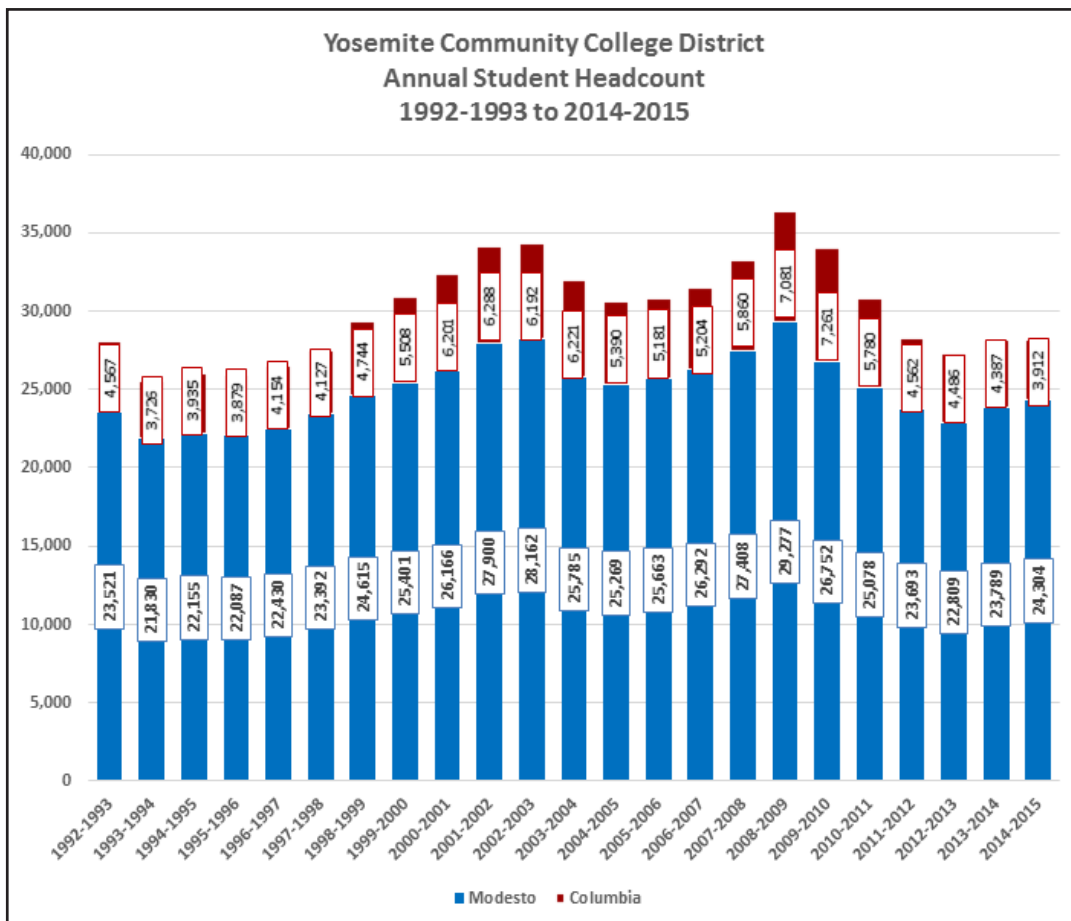


Figure A.4. YCCD Annual Unduplicated Headcount 1992-1993 to 2014-2015 ²⁰

²⁰ CCC Chancellor's Office Data Mart

YOSEMITE COMMUNITY COLLEGE DISTRICT
ANNUAL FULL TIME EQUIVALENT STUDENTS (FTES)

Yosemite Community College District Annual FTES			
Year	Modesto	Columbia	Total
2004-2005	14893.2	2286.1	17179.3
2005-2006	14444.0	2055.8	16499.9
2006-2007	14444.6	2160.9	16605.4
2007-2008	14656.3	2247.3	16903.5
2008-2009	15773.9	2461.2	18235.1
2009-2010	15728.7	2787.5	18516.2
2010-2011	14963.4	2494.8	17458.2
2011-2012	14086.0	2122.8	16208.7
2012-2013	14034.0	2100.0	16134.0
2013-2014	14455.2	2086.7	16541.9
2014-2015	14657.1	1884.9	16542.0

Figure A.5. YCCD Annual FTES ²¹

Full-Time Equivalent Students (FTES) is a calculation based on the total number of units enrolled regardless of headcount. California Community Colleges state apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure. FTES is not “headcount enrollment” but is the equivalent of 525 hours of student instruction per each FTES. Basically, an FTES is derived by considering that one student could be enrolled in courses for 3 hours a day, 5 days a week, for an academic year of 35 weeks—so basically, a total of 525 hours per one FTES (3 x 5 x 35 = 525). For the 2015-16 Fiscal Year, the funding rate for each credit FTES is \$4,723.59.

FTES increases with each student enrollment especially students taking 12 or more units per term. As students enroll in more units each term, or as more students enroll full-time instead of part-time, each college earns higher FTES. Our enrollment peaks in 2008-09 for MJC and 2009-10 for Columbia also show the highest FTES revenue for each college.

²¹ YCCD Fiscal Services, Internal Auditor

FALL 2015 HEADCOUNT BY COUNTY AND CITY

The vast majority (97%) of fall 2015 students served by the YCCD reside within the service area of the District. Less than two percent of the students enrolled in both Columbia College and Modesto Junior College live in a county outside of the YCCD service area.

Columbia College’s top ten areas where students reside account for 72% of the total fall 2015 headcount. Cities or areas include Sonora (34%), Jamestown (7%), Oakdale (7%), Twain Harte (5%), Valley Springs (4%), Columbia (4%), Soulsbyville (3%), Tuolumne (3%), Copperopolis (3%), and Murphys (3%). The largest change in residence was seen for Oakdale increasing by 3% since 2009.

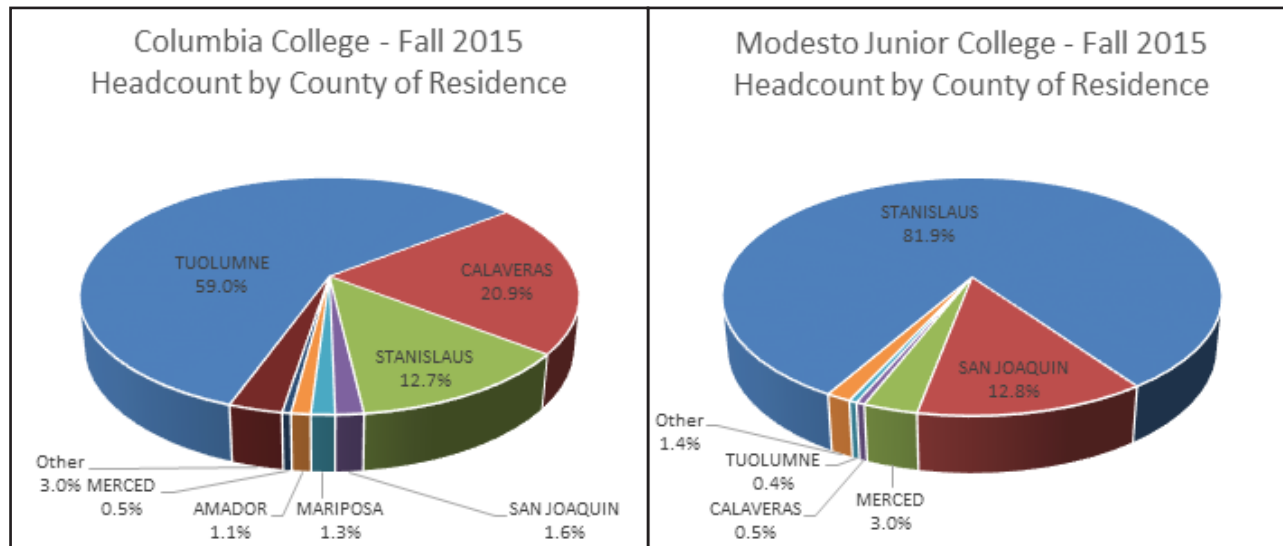


Figure A.6. Fall 2015 Headcount by College and County of Residence ²²

For Modesto Junior College, the top ten areas where students reside in fall 2015 accounted for 85% of the total headcount. Cities or areas include Modesto (46%), Turlock (10%), Ceres (7%), Manteca (5%), Riverbank (4%), Patterson (3%), Oakdale (3%), Salida (3%), Ripon (2%), and Stockton (2%). The largest change since 2009 is a 2% increase in headcount from Manteca and a 1% increase in headcount from Stockton, bringing it into the top ten, up from 18th in 2009.

When the city detail is further explored it reveals that over 10% of the student body reported living in an adjacent county but within a city or area outside of the District boundaries. Most of these 2,600 students came from San Joaquin County including Escalon, Manteca, Lathrop, Stockton, and Tracy. The next largest group of students (275) came from Merced County outside of the YCCD boundaries.

Interestingly, seven percent of the In-District students are online only whereas 13% of the Out-of-District students are online only. There were 18,557 students In-District and 1,326 were online only. Of the 1,658 online only students in fall 2015, 20% live outside of the District boundaries.

²² CS Office of Research and Planning, Crystal Report, Student Demographic Detail

YCCD STUDENT FALL HEADCOUNT BY AGE

While almost half of the population in Tuolumne and Calaveras Counties in 2010 was over age 50, this same age group represented about 25% of the total student body at Columbia College. The 50+ student age group is well above the CCC state rate of 11%.

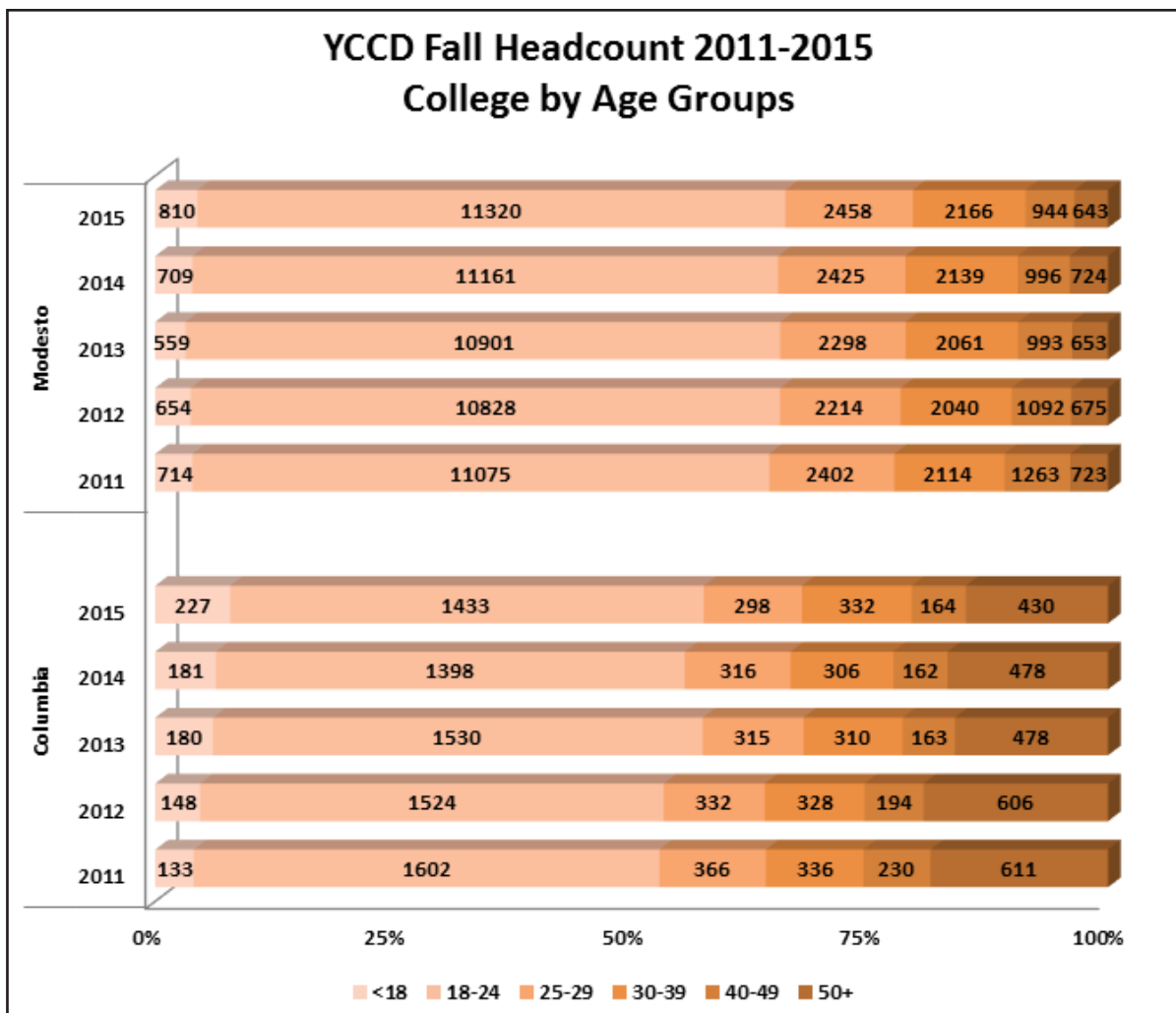


Figure A.7. YCCD Headcount, College by Age Groups, Fall 2011 to Fall 2015 ²³

For Modesto Junior College, the proportion of student age groups have remained fairly unchanged over the last five years with the majority of students under 25 (60%). MJC is a larger institution and has a higher percentage of young (18-24) students compared to Columbia which has a higher percentage of older adults (50+).

²³ CS Office of Research and Planning, Student Demographic Detail Report

YCCD STUDENT FALL HEADCOUNT BY GENDER

Stanislaus and Tuolumne Counties' gender breakdown for the population 15 years old and older in 2015 was 51% Female and 49% Male. Gender distribution across the District has remained consistent over the years with slightly more females attending than males—which is in alignment with community colleges across the state. Percentages and headcounts for five terms are displayed below.

Fall Headcount Gender by College and Term	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
Columbia Total	3,302	100.0%	3,145	100.0%	3,018	100.0%	2,760	100.0%	2,768	100.0%
Female	1,835	55.6%	1,771	56.3%	1,717	56.9%	1,540	55.8%	1,540	55.6%
Male	1,450	43.9%	1,365	43.4%	1,296	42.9%	1,190	43.1%	1,179	42.6%
Unknown	17	0.5%	9	0.3%	5	0.2%	30	1.1%	49	1.8%
Modesto Total	18,079	100.0%	17,356	100.0%	17,463	100.0%	17,456	100.0%	17,593	100.0%
Female	10,138	56.1%	9,805	56.5%	9,914	56.8%	10,014	57.4%	10,036	57.1%
Male	7,739	42.8%	7,450	42.9%	7,507	43.0%	7,339	42.0%	7,406	42.1%
Unknown	202	1.1%	101	0.6%	42	0.2%	103	0.6%	151	0.9%

Figure A.8. YCCD Headcount, College by Gender, Fall 2011 to Fall 2015 ²⁴



²⁴ CS Office of Research and Planning, CCC Chancellor's Office Data Mart

YCCD STUDENT ENROLLMENT BY ETHNICITY

In fall 2009, with direction from the State Chancellor’s Office, the way ethnic data was collected changed. Students now have the option of choosing more than one ethnic category on the application. This information is reflected in the new “Multi-Ethnicity” category shown in the figures below. As time passed, the unknown category decreased and other categories increased, possibly due to a new two-part question asking about Hispanic origin and then specific ethnicity. For MJC, Hispanic headcount is on the rise and White, unknown and Multi-Ethnic groups are showing a decrease over the five-year time period.

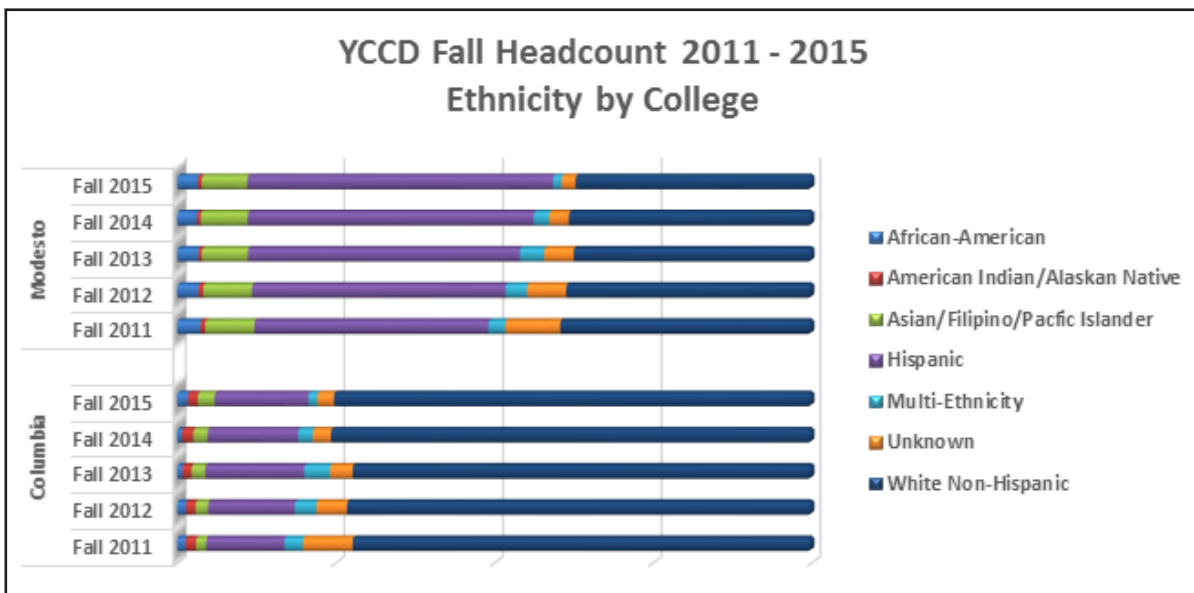


Figure A.9. YCCD Headcount, College by Ethnicity, Fall 2011 to Fall 2015 ²⁵

Student Ethnicity Percentages	Columbia College		Modesto Junior College	
	Fall 2011	Fall 2015	Fall 2011	Fall 2015
5 year Fall Term Comparison				
African-American	1.3%	1.7%	3.6%	3.3%
American Indian/Alaskan Native	1.7%	1.6%	0.8%	0.6%
Asian/Filipino/Pacific Islander	1.6%	2.6%	7.8%	7.2%
Hispanic	12.3%	14.8%	36.9%	48.2%
Multi-Ethnicity	2.9%	1.4%	2.7%	1.4%
Unknown	7.8%	2.6%	8.6%	2.2%
White Non-Hispanic	72.4%	75.3%	39.6%	37.2%

Figure A.10. YCCD Headcount, College by Ethnicity, Fall 2011 and Fall 2015 Percentages ²⁶

When comparing percentages from 2011 to 2015 Columbia College had over a 2.5% increase in Hispanic and White students while Modesto had a larger (11.3%) increase in Hispanic students and slight decrease in other ethnic categories.

²⁵ CS Office of Research and Planning, CCC Chancellor’s Office Data Mart

²⁶ CS Office of Research and Planning, CCC Chancellor’s Office Data Mart

YCCD CREDIT ENROLLMENT UNITS ATTEMPTED VS. EARNED

Columbia's proportion of full-time students has increased while Modesto's proportion has fluctuated since 2009. Figure A.11 below illustrates that 26% to 30% of Columbia students enroll full-time compared to about one-third of MJC students enroll full-time. This has a direct relationship to FTES revenue and student success. Students that enroll full-time generate more FTES and have higher success, as shown in Figure A.12 below.

YCCD Fall Enrollment - Units Attempted Full-Time and Part-Time by Term and College							
	2009	2010	2011	2012	2013	2014	2015
Columbia							
Full-Time (12+)	26.4%	28.1%	28.0%	31.4%	32.0%	31.5%	29.6%
Part-Time (<12)	73.6%	71.9%	72.0%	68.6%	68.0%	68.5%	70.4%
Modesto							
Full-Time (12+)	33.7%	35.0%	33.7%	33.8%	36.7%	35.6%	33.2%
Part-Time (<12)	66.3%	65.0%	66.3%	66.2%	63.3%	64.4%	66.8%

Figure A.11. YCCD Credit Enrollment, Units Attempted Fall 2009 to Fall 2015 ²⁷

Figure A.12 shows that students enrolled full-time are less likely to finish the term with zero units earned. Over a seven year period, only 8% of the students who attempted 12 or more units finished the term with zero units, compared to around 20% of the part-time students who ended the term without earning any units. Also notable is that over half of the full-time students completed the term with 12 or more units.

Fall Term Trend from 2009 to 2015		
Units Attempted and Completed	Columbia	Modesto
Full-Time <i>Attempted 12 or more units</i>	5,896	43,027
Earned Zero Units	7.9%	8.1%
Earned 0.5 to 5.5 Units	8.5%	10.2%
Earned 6 to 11.5 Units	25.8%	30.7%
Earned 12+ Units	57.7%	50.9%
Part-Time <i>Attempted less than 12 units</i>	14,222	81,608
Earned Zero Units	20.2%	22.8%
Earned 0.5 to 5.5 Units	49.4%	40.2%
Earned 6 to 11.5 Units	30.4%	37.0%

Figure A.12. YCCD Credit Enrollment, Units Attempted and Earned, Fall 2009-15 combined ²⁸

²⁷ CS Office of Research and Planning, Student Demographic Detail Report

²⁸ CS Office of Research and Planning, Student Demographic Detail Report

YCCD EMPLOYEE DEMOGRAPHICS

YCCD 2015 Employee Demographics								
		Regular Faculty	Adjunct Faculty	Regular Classified	Leadership Team			All Employees
					Certificated Management	Classified Management	Confidential Management	
	Employees	292	442	385	24	63	14	1,220
AGE	20-29	0.7%	5.0%	7.0%	0.0%	0.0%	0.0%	4.2%
	30-39	12.3%	20.4%	20.3%	8.3%	17.5%	21.4%	18.0%
	40-49	26.0%	22.9%	27.3%	41.7%	23.8%	21.4%	25.4%
	50-59	39.7%	23.5%	30.1%	41.7%	47.6%	35.7%	31.2%
	60+	21.2%	28.3%	15.3%	8.3%	11.1%	21.4%	21.1%
GENDER	Female	52.7%	52.3%	62.3%	54.2%	65.1%	100.0%	56.8%
	Male	47.3%	47.7%	37.7%	45.8%	34.9%	0.0%	43.2%
ETHNICITY	African American	4.8%	2.7%	3.1%	8.3%	0.0%	0.0%	3.3%
	Asian	3.4%	6.3%	4.7%	0.0%	3.2%	7.1%	4.8%
	Hispanic	9.6%	10.4%	20.8%	20.8%	15.9%	28.6%	14.2%
	Multi Ethnic	0.7%	0.7%	0.3%	0.0%	1.6%	0.0%	0.6%
	Native American/ Alaskan Native	1.0%	1.4%	0.5%	0.0%	0.0%	0.0%	0.9%
	White	71.9%	71.0%	61.8%	62.5%	73.0%	57.1%	68.1%
	Declined to State	8.6%	7.5%	8.8%	8.3%	6.3%	7.1%	8.1%

Figure A.13. YCCD Fall 2015 Employees by Classification and Demographics ²⁹

Figure A.13 shows the employee demographic characteristics of YCCD. There are over 1,200 employees total including: 292 (23.9%) regular faculty, 442 (36.2%) adjunct faculty, 385 (31.6%) classified staff, and 101 (8.3%) managers in the leadership team. The table above illustrates the age groups, gender and ethnic distribution of District employment. Tables on the following pages compare college employee characteristics with their respective student bodies.

²⁹ CS Office of Research and Planning, Crystal Payroll Report, Census Extract, October 2015

COLUMBIA COLLEGE DEMOGRAPHICS

Columbia College 2015 Employee Demographics							Columbia College 2015 Student Demographics		
		Regular Faculty	Adjunct Faculty	Regular Classified	Leadership Team	All Employees	FALL 2015		
Employees		51	88	42	20	201	Columbia College Students		
							2,768		
AGE	20-29	0.0%	4.5%	11.9%	0.0%	4.5%	AGE	<30	67.8%
	30-39	11.8%	14.8%	26.2%	10.0%	15.9%		30-39	11.4%
	40-49	21.6%	12.5%	16.7%	30.0%	17.4%		40-49	5.4%
	50-59	37.3%	28.4%	26.2%	50.0%	32.3%		50+	15.4%
	60+	29.4%	39.8%	19.0%	10.0%	29.9%			
GENDER	Female	51.0%	52.3%	76.2%	65.0%	58.2%	GENDER	Female	55.6%
	Male	49.0%	47.7%	23.8%	35.0%	41.8%		Male	42.6%
ETHNICITY	African American	0.0%	1.1%	0.0%	0.0%	0.5%	ETHNICITY	African American	1.7%
	Asian	2.0%	3.4%	0.0%	0.0%	2.0%		Asian	2.6%
	Hispanic	11.8%	1.1%	9.5%	10.0%	6.5%		Hispanic	14.8%
	Multi Ethnic	2.0%	0.0%	0.0%	0.0%	0.5%		Multi Ethnic	1.4%
	Native American/ Alaskan Native	2.0%	0.0%	0.0%	0.0%	0.5%		Native American/ Alaskan Native	1.6%
	White	72.5%	88.6%	85.7%	85.0%	83.6%		White	75.3%
	Declined to State	9.8%	5.7%	4.8%	5.0%	6.5%		Declined to State	2.6%

Figure A.14. Columbia College: Fall 2015 Employees by Classification and Demographics ³⁰

Columbia College shows that 58% of all staff are female, compared to 56% of students. The ethnic distribution of Columbia staff shows a higher percentage of White staff (84%) compared to students (75%) and a lower percentage of Hispanic staff (6.5%) compared to students (14.8%). Note that Columbia has 11.8% Hispanic faculty and 9.5% Hispanic classified staff which are closer to the proportion of Hispanic students at the college.

³⁰ CS Office of Research and Planning, Crystal Payroll Report, Census Extract, October 2015

MODESTO JUNIOR COLLEGE DEMOGRAPHICS

Modesto Junior College 2015 Employee Demographics							Modesto Junior College 2015 Student Demographics		
		Regular Faculty	Adjunct Faculty	Regular Classified	Leadership Team	All Employees	FALL 2015		
Employees		241	354	197	40	832	MJC Students	17,593	
AGE	20-29	0.8%	5.1%	5.6%	0.0%	3.7%	<30	79.9%	
	30-39	12.4%	21.8%	21.8%	15.0%	18.8%	30-39	11.6%	
	40-49	27.0%	25.4%	28.9%	32.5%	27.0%	40-49	5.1%	
	50-59	40.2%	22.3%	29.4%	45.0%	30.3%	50+	3.4%	
	60+	19.5%	25.4%	14.2%	7.5%	20.2%			
GENDER	Female	53.1%	52.3%	72.6%	60.0%	57.7%	Female	57.1%	
	Male	46.9%	47.7%	27.4%	40.0%	42.3%	Male	42.1%	
ETHNICITY	African American	5.8%	3.1%	4.1%	5.0%	4.2%	African American	3.3%	
	Asian	3.7%	7.1%	6.1%	0.0%	5.5%	Asian	7.2%	
	Hispanic	9.1%	12.7%	24.9%	27.5%	15.3%	Hispanic	48.2%	
	Multi Ethnic	0.4%	0.8%	0.5%	0.0%	0.6%	Multi Ethnic	1.4%	
	Native American/ Alaskan Native	0.8%	1.7%	0.5%	0.0%	1.1%	Native American/ Alaskan Native	0.6%	
	White	71.8%	66.7%	54.8%	62.5%	65.1%	White	37.2%	
	Declined to State	8.3%	7.9%	9.1%	5.0%	8.2%	Declined to State	2.2%	

Figure A.15. Modesto Junior College: Fall 2015 Employees by Classification and Demographics ³¹

Modesto Junior College shows that 58% of all staff are female, compared to 57% of students. The ethnic distribution of MJC staff shows a higher percentage of White staff (65%) compared to students (37%) and a lower percentage of Hispanic staff (15%) compared to students (48%). Note that MJC has 25% Hispanic classified staff and 27.5% Hispanic managers although still much lower than the proportion of Hispanic students at the college.

³¹ CS Office of Research and Planning, Crystal Payroll Report, Census Extract, October 2015

YCCD MISSION, VISION, AND CORE VALUES

YCCD MISSION

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 social, cultural, and economic development and wellness.

YCCD VISION

Dream. Learn. Achieve. YCCD...Where it happens.

YCCD CORE VALUES

INTEGRITY

We value respect for others, honor the dignity of each individual, and foster a civil and ethical environment. We value and hold ourselves accountable for the efficient and effective use of the human, physical, environmental, and fiscal resources entrusted to us.

LEARNING

We value learning as a lifelong process and strive to adapt and be responsive to new and existing challenges and opportunities.

EXCELLENCE

We value and encourage innovation, creativity, and commitment in achieving and sustaining a quality educational environment through continuous improvement.

STUDENT SUCCESS

The Strategic Plan reflects the District's commitment to support both colleges in fostering student success.

COLLEGIALITY

The Strategic Plan reflects thoughtful and responsible leadership through a collaborative process, while maintaining a climate of clear, respectful communication among administrators, faculty, staff, students, and stakeholders throughout the community.

COMMUNITY ENHANCEMENT

The Strategic Plan reflects the District's commitment to enhance the quality and advancement of services that contribute to and value the social, cultural, and economic development and wellness of our communities.

OPEN ACCESS

The Strategic Plan reflects the District's commitment to serving its diverse communities in an equitable manner by providing open access to quality educational opportunities.

STEWARDSHIP

The Strategic Plan reflects the District's commitment to responsible planning and management of resources.

INSTITUTIONAL ALIGNMENT

The Strategic Plan clearly supports cooperative links among the District, secondary and postsecondary institutions, and the California Community College Chancellor's Office which allows for uniqueness of each college within the District and each service area.

INTRODUCTION

The Yosemite Community College District relies on participatory governance to develop and implement strategic planning across the District. In December 2015, District Council engaged in a three-hour planning workshop with extended membership to identify key issues facing the District in the next few years. Additional input and feedback was gathered from constituents at the January and March 2016 District Council meetings. Starting with nine goals from the 2007-2015 strategic plan, members agreed on five major goals for this 2016-2021 strategic plan while recognizing the District will continue to support both colleges in achieving (a) student success, including access and equity, as well as supporting (b) educational programs and services. Members agreed that (c) community leadership and (d) institutional effectiveness remain important objectives for the District; however, these efforts are primarily a college responsibility. The remaining five goals have been updated for the 2016-2021 strategic plan at YCCD.



1 QUALITY STAFF

Goal

The Yosemite Community College District will attract and retain highly qualified employees that reflect the diverse populations we serve across the District.

Yosemite Community College District will:

- Recognize and foster internal advancement of employees by supporting professional growth and leadership excellence.
- Expand recruitment of diverse applicants.
- Identify and recognize staff excellence and expertise throughout the District.



2 TECHNOLOGY

Goal

The Yosemite Community College District aligns human and financial resources to provide leading edge technology and support to meet the prioritized technological needs of the District and its students.

Yosemite Community College District will:

- Provide current (up-to-date) computer information systems that support instruction and administrative needs.
- Develop and implement a plan to enforce cyber security.



3

FISCAL RESOURCES

Goal

The Yosemite Community College District optimizes its resources through creative and prudent fiscal management providing a stable, yet flexible funding base.

Yosemite Community College District will:

- Maintain fiscal solvency and provide fiscal stewardship.
- Maintain sound District-wide internal fiscal controls to achieve an annual unqualified audit opinion.
- Maintain a minimum of 10% District General Fund Balance Reserve.
- Integrate the resource allocation process with the District mission and ensure that it is transparent and clearly communicated throughout the District.



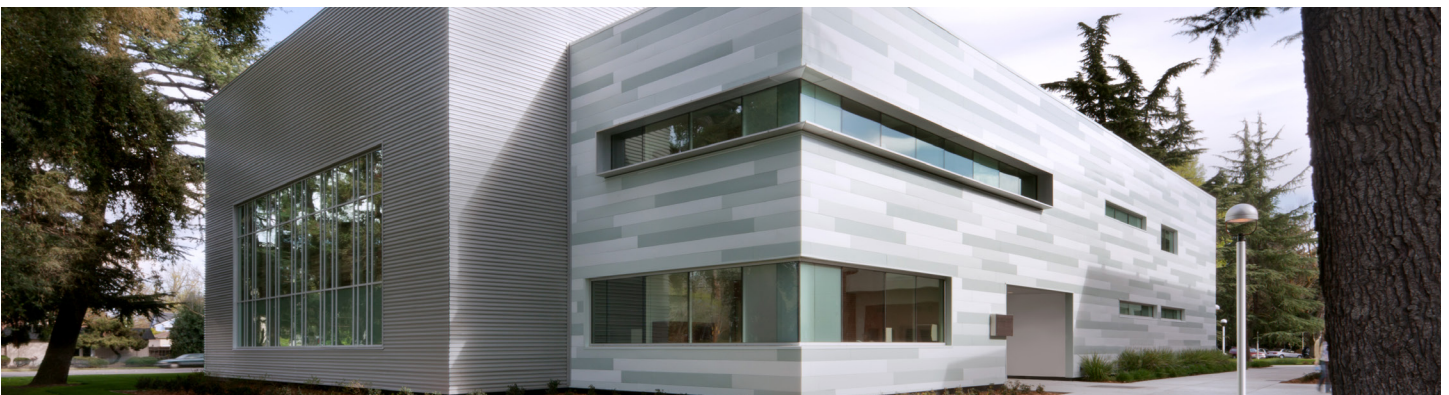
4 FACILITIES

Goal

The Yosemite Community College District is committed to the development and maintenance of high quality, functional, accessible, and safe facilities and grounds that are aesthetically pleasing and in harmony with the environment.

Yosemite Community College District will:

- Maintain a safe, clean, attractive environment for student learning and staff.
- Regularly review and update the District Facilities Master Plan to address staffing, maintenance, security, parking and transportation needs, environmental concerns, and space utilization for educational programs and services.



5

CAMPUS CLIMATE

Goal

The Yosemite Community College District is dedicated to civility, acceptance, and mutual respect, which are reflected in its inclusiveness of all students and staff, high morale, health, wellness, teamwork, and participatory governance.

Yosemite Community College District will:

- Provide a safe environment for teaching and learning.
- Support an inclusive environment that fosters respect and appreciation of all staff and students.



COLUMBIA COLLEGE GOALS

Goal 1

Increase student success through educational planning and support services.

Goal 2

Create a balanced instructional environment through effective curriculum revision.

Goal 3

Collect, manage, and analyze data driven evidence to facilitate continuous improvement.

Goal 4

Promote economic development by providing employer/student connections through workforce training.

Goal 5

Expand modes of communication to improve community outreach, information sharing, and marketing efforts.

Goal 6

Create a comprehensive class schedule focused on the retention and recruitment of students for effective enrollment management.



MJC STRATEGIC DIRECTIONS

Modesto Junior College uses Strategic Directions with specific goals for each.

Strategic Direction 1

The College transforms lives through programs and services that demonstrate measurable student achievement.

Strategic Direction 2

Build and sustain an innovative, educational community characterized by collaboration, learning, growth, and diversity.

Strategic Direction 3

The College will offer flexible and responsive programs to meet educational workforce needs measured through program changes, adaptations and technological upgrades.

Strategic Direction 4

Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability.



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