STRATEGIC PLAN
2007-2015

Updated - Spring 2011

Yosemite Community College District
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Yosemite Community College District Board of Trustees

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The 2007-2015 Updated Strategic Plan for the Yosemite Community College District (YCCD) is the culmination of hard work and dedication by the District’s participatory governance group, District Council. This district-wide participation and enthusiasm for strategic planning has been most remarkable, and has led to a solid plan that highlights some of the YCCD priorities for enhancing the success of our students, 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, 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 Strategic Plan 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 the Strategic Plan and the review and update were a great achievement, we are now charged with the more challenging task of ensuring the continued successful implementation amidst some of the worst fiscal projections in the history of California Community Colleges.

Nevertheless, it is exciting to see the District working collaboratively to accomplish common goals that support student success. Our strategic 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 2007-2015 YCCD strategic planning document. We look forward to seeing the results of our collective efforts.

Most sincerely,

Joan E. Smith, Ed.D.
Chancellor
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.”

Modesto Junior College began in 1922 with 60 students, 11 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, 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.” 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.”

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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
Modesto Junior College was first accredited by 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.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 adult learners.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

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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
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.

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. 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.\(^10\)

\(^8\) 2000, Columbia College Accreditation Self Study
\(^9\) YCCD, Office of Fiscal Services and [www.militarymuseum.org/HammondGenHosp.html](http://www.militarymuseum.org/HammondGenHosp.html)
\(^10\) Original YCCD Board Meeting Minutes
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 range on the west to the Sierra Nevada mountains on the east.\(^\text{11}\)

In Fall 2009, Yosemite Community College District enrolled 24,113 students, an increase of 23% over the previous ten years. The District employs a full- and part-time staff of about 1,500 individuals with an annual budget of just over $125 million. Students continue to be served on three main campuses, one at Columbia and two at MJC (East and West), three main outreach sites, Calaveras, Oakdale, and Patterson in addition to several off-campus sites throughout the service area.

On November 2, 2004, voters in the Yosemite Community College District service area 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 educational sites in Patterson, Oakdale, Turlock, and Calaveras County. A few of the buildings funded by the bond that are currently under construction or recently completed include: three on the Columbia College campus, The Science Natural Resources building, the Public Safety Center, and the Child Development Center; two on the MJC East Campus, the Auditorium and the Student Services building; and three on the MJC West campus, the Allied Health Life Sciences building, the Science Community Center and the multi-purpose Agricultural Pavilion.\(^\text{12}\)

\(^{11}\) 1980, Columbia College Accreditation Self Study
\(^{12}\) YCCD Fast Facts 2010, Office of Public Affairs
The cities in the service area of the Yosemite Community College District primarily include Angels Camp, Ceres, Copperopolis, Denair, Groveland, Gustine, Hilmar, Jamestown, Modesto, Newman, Oakdale, Patterson, Ripon, Riverbank, Salida, Sonora, Tuolumne City, Turlock, Twain Harte, and Waterford.

The 2010 population of the Yosemite Community College District service area age 15 and older was estimated to be 486,287, an increase of 4% from 2000, and estimates indicate a 6% growth by 2020. Half of the population is female and half are male with 2020 estimates remaining unchanged.

In 2010, the ethnic breakdown of the YCCD service area was as follows:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2010</th>
<th>2020 Estimated % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, Non-Hispanic</td>
<td>57.31%</td>
<td>(1%)</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>30.52%</td>
<td>15%</td>
</tr>
<tr>
<td>Non-White Hispanic</td>
<td>1.50%</td>
<td>15%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2.55%</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.88%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.44%</td>
<td>12%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.39%</td>
<td>17%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.41%</td>
<td>8%</td>
</tr>
</tbody>
</table>

The largest ethnic increases in the next 10 years are estimated to be Hispanic, Pacific Islander, and Asian. The White, Non-Hispanic population is estimated to decrease slightly.

The 2010 population of the Yosemite Community College District service area age 15 and older was estimated to be about 38% 50 and older, 10% 15-19, and about 17% for the three remaining age groups, 20-29, 30-39, and 40-49. By 2020, the age of the Yosemite Community College District service area population is expected to change with about a 10% drop in the 15-19 and 40-49-year-old groups, while an increase is expected in the 30-39 age group of almost 20%.

The percent of unemployed in both Stanislaus and Tuolumne Counties in 2010 was 18.5%, a 10% increase from just three years prior in 2007 (8.4%). Often when unemployment increases, community colleges statewide see a dramatic increase in enrollment.

Education levels in Stanislaus and Tuolumne Counties in 2010 showed 30% of the population had high school diplomas, 26% had some college, 7% had associate’s degrees, 11% had bachelor’s degrees and 5% showed having earned a graduate degree or higher. When compared to the State educational attainment, the two counties have more high school graduates and some college participants but a lower percentage of bachelor’s and graduate degree recipients. Estimates for the year 2020 remain about the same for the two counties.

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13 Economic Modeling Specialists Inc. (www.economicmodeling.com)
YCCD SERVICE AREA HIGH SCHOOL AND COLLEGE GRADUATION RATES

High school graduation rates in the Yosemite Community College District service area have hovered near the State rates for the past six years. Tuolumne County rates have consistently been above the State rates ranging from 4 to 12% higher. Stanislaus County has more closely mirrored the State rates dropping only slightly below from 1 to 5% since 2004.

The one California State University (CSU) in the Yosemite Community College District service area is CSU Stanislaus, and over the last three years, twice as many YCCD students transferred to CSU Stanislaus than to any other California institution. When compared to CSU institutions statewide since 1996, CSU Stanislaus continued to have higher graduation rates. The University of California institutions have consistently higher five-year graduation rates than the CSU institutions. UC Merced, which opened in 2005 just south of YCCD, reports a five-year graduation rate of 52.1%.

Figure A.2. High School Graduation Rates, Stanislaus and Tuolumne Counties and California

Figure A.3. Five-Year College Graduation Rates for UC, CSU and CSU Stanislaus

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14 California Department of Education, Data Quest – Completion Rate
15 California Postsecondary Education Commission – College Graduation Rates
16 YCCD Fast Facts 2010, Office of Public Affairs
Yosemite Community College District
Fall Enrollment

Fall student enrollment at the Yosemite Community College District has more than doubled in the past 25 years with 10,366 students in 1985 and 24,113 students in 2009. While District enrollment has fluctuated over time and is strongly influenced by the state of the economy, enrollment has not dropped below 20,000 district-wide in the last decade.

When enrollment at the individual college level is viewed independently, one can see that Columbia College has experienced more fluctuation over the 25-year span, but has grown exponentially just the same. Recently, in Fall 2009, Columbia College enrollment peaked with the largest enrollment ever experienced with almost 4,500 students, which was nearly double the enrollment of Fall 1993.

Because Modesto Junior College is the larger of the two District institutions, the Fall enrollment pattern of MJC more closely resembles the enrollment pattern of the entire District. Current enrollments are above and near what they were during the peak experienced in 2002. Enrollment has remained above 15,000 since the early nineties and surpassing 20,000 once in 2008.

\[^{17}\text{1985-1991 DSK, Internal data source, 1992 to 2009 CCC Chancellor’s Office Data Mart}\]
ENROLLMENT BY COUNTY AND CITY

The vast majority (97%) of Fall 2009 students served by the Yosemite Community College District resided within the service area of the District. Only 3% of the students enrolled in both Columbia College and Modesto Junior College reported living in a county not within the YCCD service area.

Columbia College’s top 10 cities where students resided accounted for 75% of the total Fall 2009 enrollment. Cities included Sonora (30%), Jamestown (13%), Twain Harte (5%), Columbia (5%), Oakdale (4%), Soulsbyville (4%), Tuolumne (4%), Murphys (4%), Angels Camp (3%), and San Andreas (3%). The counties outside of the service area with at least 1% of the Fall 2009 enrollment were Amador (1.3%) and Mariposa (1.1%).

For Modesto Junior College, the top ten cities where students resided in Fall 2009 accounted for 85% of the total enrollment. Cities included Modesto (48%), Turlock (10%), Ceres (7%), Oakdale (4%), Riverbank (4%), Manteca (3%), Patterson (3%), Salida (2%), Ripon (2%), and Escalon (2%). There were no counties outside of the service area representing more than 0.5% of the total enrollment.

\[\text{Figure A.6. Fall 2009 Enrollment by College and County of Residence}^\text{18}\]

\[\text{18} \text{ CS Office of Research and Planning, Crystal Report, Student Demographic Detail}\]
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.

Columbia College student ethnicity reflects the ethnicity of Tuolumne County as expected given its remote location. Similarly, Modesto students are more ethnically diverse as is Stanislaus County. Both colleges have seen the “White Non-Hispanic” category decrease at about the same rate the “Unknown” category has increased. It is anticipated that the new “Multi-Ethnicity” category will change the trend.

Figure A.7. YCCD Fall Enrollment College by Ethnicity, 2004-2009

Columbia College student ethnicity reflects the ethnicity of Tuolumne County as expected given its remote location. Similarly, Modesto students are more ethnically diverse as is Stanislaus County. Both colleges have seen the “White Non-Hispanic” category decrease at about the same rate the “Unknown” category has increased. It is anticipated that the new “Multi-Ethnicity” category will change the trend.

\[ \text{Figure A.7. YCCD Fall Enrollment College by Ethnicity, 2004-2009} \]

\[ \text{Table showing enrollment by ethnicity for Columbia and Modesto colleges from 2004 to 2009.} \]

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19 CS Office of Research and Planning, CCC Chancellor’s Office Data Mart
YCD Student Enrollment by Gender

Stanislaus and Tuolumne Counties’ gender breakdown for the 15-year-old and older population in 2010 was 50.7% female and 49.3% male. District enrollment has remained consistent over the years with more females attending than males, which is in alignment with community colleges across the state. An expansion of programs offered in the outlying off-campus areas beginning in Fall 2008 could account for some of the recent change in the demographics of the student population. Also notable is that for Modesto Junior College, students are increasingly choosing not to identify a gender category.

![Graph showing YCCD Fall Enrollment by College and Gender, 2004-2009](image)

<table>
<thead>
<tr>
<th>Modesto</th>
<th>Columbia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 04</td>
<td>Fall 04</td>
</tr>
<tr>
<td>Fall 05</td>
<td>Fall 05</td>
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<tr>
<td>Fall 06</td>
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<td>Fall 09</td>
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<tr>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Decline</td>
<td>Decline</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
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<td>Fall 04</td>
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<td>Fall 06</td>
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<tr>
<td>Fall 08</td>
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<td>420</td>
</tr>
<tr>
<td>Fall 09</td>
<td>11155</td>
<td>7957</td>
<td>559</td>
</tr>
</tbody>
</table>

Figure A.8. YCCD Fall Enrollment by College and Gender, 2004-2009

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20 CS Office of Research and Planning, CCC Chancellor’s Office Data Mart
YCCD Student Enrollment by Age

While almost half of the population in Tuolumne and Calaveras Counties in 2010 was over 50 years old, Columbia College’s student population for this same age group represented about 25% of the total. While the 50+ student age group is well above the community college state rates of 11%, it is reflective of the age of the population served by the remote campus. In a 1994 focus group study done to investigate the perceptions of Columbia College at the local high schools, one common theme was that the campus was often nicknamed “Sonora High #2” because of the many Sonora High graduates attending. Interestingly, the 50+ age group was still about 25% back then and has continued to grow at the same rate as the younger groups as the campus enrollment has increased.

For Modesto Junior College, the student age ranges have remained fairly unchanged over the last six years with the greater majority of students under 25 (60%), and over 75% of the students are younger than 35. In addition to pure size differences and campus location, when examining age as an indicator alone, one can clearly see what a different experience students at each college could possibly encounter.

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21 Research Report, 1994 YCCD Research Office
22 CS Office of Research and Planning, CCC Chancellor’s Office Data Mart
YCCD Student Enrollment by Educational Goal

The two District colleges differ greatly when it comes to educational goals chosen by students enrolled. The common element is that both colleges’ top educational goal was to “Transfer with a Degree” with the numbers increasing in recent years. What stands out for Columbia is that the second most popular educational goal is “Personal Development” (15-20%), which includes cultural and intellectual interests, most likely related to the age distribution of the enrollment. Modesto’s second most popular educational goal was almost equally divided between “Transfer without a Degree” and “Obtain a Degree without Transferring.” This is just one additional indication of how the two campuses offer different experiences for students at the Yosemite Community College District.

Figure A.10. YCCD Fall Enrollment by College and Educational Goal, 2004-2009

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23 Columbia and Modesto Offices of Research and Planning, Student Demographic Detail Report
At Columbia College, as enrollment has increased over the last two years, the number of part-time students has increased dramatically. The students attending less than half-time (fewer than 6 units) is the largest population enrolled with the figure peaking in Fall 2008 and ranging from 32 to 42% across the six years. There is also a significant number of non-credit students at Columbia College with a range from 17 to 20% of the student body. The State non-credit percentages range for the same time period is between 11 and 12%.

Modesto’s students’ unit taking patterns have remained fairly consistent over the past six Fall terms with about 35% of students attending full-time and 30% attending half-time or less, respectively. The non-credit student enrollment has increased at about the same rate (5%) as the other groups over the same time period.
YCCD Full-time Employees

While Yosemite Community College District employee counts have increased 8% in the last six years, the proportion within the classifications has remained steady with Full-Time Classified averaging at 53% of the workforce, Administrators and Managers at about 12%, and Full-Time Faculty at 35%.

Figure A.12. YCCD Fall Full-Time Employees by Classification, 2004-2009

25 CS Office of Research and Planning, Crystal HR EEO6 Report, September Payroll
Two of the three full-time classifications, “Monthly Classified” and “Administrators and Managers,” are very similar in their ethnic distribution with “White” at 60% and “Hispanic” at 15%. Full-Time Faculty have higher figures for the “White” category. African Americans are represented more often among Administrators and Managers. While the “Unreported Ethnicity” for staff is much smaller than for the students, it is still a percentage that we would like to see decrease. As with students, collection of staff ethnicity has also been updated to include the option of choosing “Multi-Ethnicity.” Although the current staff was not resurveyed, it is anticipated that as new staff are employed the “Unreported” category will decrease.

Figure A.13. YCCD Fall Full-Time Employees, Ethnicity by Classification, 2004-2009

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26 CS Office of Research and Planning, Crystal HR EEO6 Report, September Payroll
Gender distribution among Yosemite Community College District employees varies by classification. Full-Time Classified Staff are about 67% female and have remained consistently so over the past six years. Administrators and Managers have a somewhat lower female percentage, averaging at 62% but still remaining consistent over the same time period. Full-Time Faculty have almost a 50/50 gender split with an average of 48% female over the six year time frame. From 2004 to 2009, female Full-Time Faculty numbers have increased by almost 20%.

Figure A.14. YCCD Fall Full-Time Employees, Gender by Classification, 2004-2009

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27 CS Office of Research and Planning, Crystal HR EEO6 Report, September Payroll
YCCD Full-Time Employee Classification by Age

The Yosemite Community College District has a long history of staff with decades of service, which over time shows the population aging as seen below. The age groups represented most in the Classified Staff classification are 40-49 and 50-59 with each group representing about 30% each. Administrators and Managers and Full-Time Faculty are an older population than Classified Staff, which is expected given the time it often takes to gain the education and experience to attain these positions. It is encouraging that the youngest group of Full-Time Faculty numbers has grown over time as the oldest of the classification nears retirement. Taking the Employee Classifications into account collectively, the YCCD workforce is primarily 50-59 with the second largest category being 40-49. This is especially important to consider when realizing the student population served in the entire District has an average age of 27.

Figure A.15. YCCD Fall Full-Time Employees, Age by Classification, 2004-2009

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28 CS Office of Research and Planning, Crystal HR EEO6 Report, September Payroll
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.

This updated Strategic Plan seeks to delineate Yosemite Community College District’s continuous and integrated planning efforts whereby the District has identified and prioritized strategic goals. The colleges (Columbia College and Modesto Junior College) flow from the District’s plan: Their college-wide strategic directions, goals, and strategies as well as how each college intends to implement, measure and evaluate the outcomes of their efforts.

The Yosemite Community College District’s Updated Strategic Plan was guided by the District Council—the District’s participatory governing body. The membership of this body received feedback from their constituency groups, college councils, and senates. This included feedback and representation of students, faculty, staff, and management.
The Yosemite Community College District Strategic Plan is the overarching plan that directs both Columbia College and Modesto Junior College Strategic Plans. There is a continuous flow back up to the Yosemite Community College District from both colleges to allow for ongoing communication between all entities ensuring that the District moves forward with one distinctive plan.
Columbia College Strategic Planning Process Cycle and Integrated Plan for Resource Allocation

Figure A.17. CC Strategic Planning Process Cycle

Exhibit A, CC Educational Master Plan 2008-2015
Figure A.18. MJC Strategic Planning Process

Figure A.19. MJC Strategic Planning Process Internal Input Cycle

30 Steps in the Strategic Planning Process, MJC Strategic Plan 2008-2013
**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**

The Yosemite Community College District will enrich lives through exemplary stewardship and accessible, high-quality education.

**YCCD CORE VALUES**

**EXCELLENCE**

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

**INCLUSIVENESS**

We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication and the free exchange of thoughts and ideas.

**INTEGRITY**

We value respect for others, honor the dignity of each individual, and foster a civil and ethical environment.

**LEARNING**

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

**STewardship**

We value and hold ourselves accountable for the efficient and effective use of the human, physical, environmental, and fiscal resources entrusted to us.
Strategic Planning Guiding Principles

**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.

**Dynamic Implementation**
The Strategic Plan creates an effective framework for decision-making, resource allocation, prioritization, and accountability while following a specified timeline.

**Institutional Alignment**
The Strategic Plan clearly supports cooperative links among the District, secondary and postsecondary institutions, and the California Community College Chancellor’s Office.

**Community Enhancement**
The Strategic Plan continually raises the quality and advancement of services that contribute to the social, cultural, and economic development and wellness of the communities served by the District.

**Institutional Distinctiveness**
The Strategic Plan reflects the distinctiveness of each college within the District and the uniqueness of each service area.

**Open Access**
The Strategic Plan reflects the District’s commitment to serving its diverse communities by providing open access to quality educational opportunities.
1

STUDENT SUCCESS AND ACCESS

Goal

The Yosemite Community College District’s colleges are the first choice for our community residents and are recognized for their flexible, superior services that promote student success by providing access to learning in an accommodating and responsive environment.

Objectives

1.1 Foster student success.

1.2 Promote access to quality programs and support services.

1.3 Promote student retention and persistence strategies.
2

EDUCATIONAL PROGRAMS AND SERVICES

Goal

The Yosemite Community College District offers comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.

Objectives

2.1 Implement strategic plans and program review processes.
2.2 Provide effective support to programs and services through user-friendly processes.
2.3 Support the development and implementation of Student Learning Outcomes (SLO) initiatives district-wide.
2.4 Track and respond to economic and workforce trends.
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.

Objectives

3.1 Provide a positive environment for teaching and learning.

3.2 Support an inclusive environment that fosters respect and appreciation of all staff and students.

3.3 Develop and implement effective communication strategies.

3.4 Provide activities to encourage increased student, staff, and community participation.
4 QUALITY STAFF

Goal

The Yosemite Community College District provides a positive and rewarding work environment that is successful in attracting and retaining highly professional and diverse staff.

Objectives

4.1 Recognize and foster educational advancement of staff by supporting professional growth and leadership excellence.

4.2 Expand recruitment and retention of a quality and diverse staff through staff development, excellent working conditions, and competitive compensation.

4.3 Identify and recognize staff excellence and expertise throughout the District.
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.

Objectives

5.1 Assess and evaluate the technological needs of the District annually.

5.2 Facilitate implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs.

5.3 Develop and formalize systematic communication channels for technological needs with the District and the colleges.
COMMUNITY LEADERSHIP

Goal

The Yosemite Community College District promotes civic responsibility and involvement of its students and staff, contributes to the cultural and social vitality of its service area, and provides leadership to its communities.

Objectives

6.1 Develop and promote the District as the civic engagement and multicultural epicenter within the communities it serves.

6.2 Enhance visibility and awareness of the District as a resource for community leaders in education, training, lifelong learning, and civic engagement.

6.3 Utilize an effective communications strategy to inform legislators, the media, businesses, and the public on matters pertaining to the District and its accomplishments.

6.4 Develop, foster, and implement communication strategies to build relationships and to improve and increase partnerships.
INSTITUTIONAL EFFECTIVENESS

Goal

The Yosemite Community College District uses its participatory environment to create an effective institution through a continuous cycle of planning, research, implementation, evaluation, and improvement.

Objectives

7.1 Support an effective, integrated discussion, and decision-making process throughout the District.

7.2 Support research and planning functions district-wide.

7.3 Implement a seamless cyclical Strategic Planning process, incorporating program review, assessment, prioritization, and budget development.

7.4 Develop and implement strategic plans at both colleges and Central Services aligned with the District Strategic Plan including the goals, objectives, and measurable outcomes.

7.5 Support a culture of evidence and measurable improvement.
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.

Objectives

8.1 Complete Measure E projects successfully in a timely manner.

8.2 Develop and implement a plan for transitioning to the new and renovated facilities that incorporates total cost of ownership principles.

8.3 Develop and implement a plan that addresses the staffing, facility maintenance, technology and infrastructure, security, parking and transportation needs, environmental concerns, and space for educational programs and services.

8.4 Maximize resource efficiency of current and future facilities.

8.5 Review and revise the District Facilities Master Plan as appropriate.
FISCAL RESOURCES

Goal

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

Objectives

9.1 Maintain sound district-wide internal fiscal controls to achieve an annual unqualified audit opinion.

9.2 Maintain a minimum of 5% District General Fund Balance Reserve.

9.3 Secure and effectively manage external funding for programs and services that support the District’s mission.

9.4 Integrate the resource allocation process with the District mission and ensure that it is transparent and clearly communicated throughout the District.

9.5 Communicate the allocation of fiscal resources through a clear, transparent, and inclusive process.