Standard III: Resources
Standard III.A: Resources

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The Yosemite Community College District (YCCD) has developed and approved many district policies and procedures to ensure that the district hires qualified staff and faculty, maintains a commitment to diversity in recruiting and hiring, and adheres to continued professional evaluation processes while creating access to professional development (Ref. IIIA-1).

The district’s Human Resources Office, Modesto Junior College’s administration, the Academic Senate, California School Employees Association (CSEA) and the Yosemite Faculty Association (YFA) all work together to enable coordination of policies, such as instruction in and adherence to the district’s Equal Employment Opportunity (EEO) plan; compliance with federal, state, and local laws; access to a wide variety of professional development workshops and seminars; open discussion and dialogue on issues of civility and ethics; and a commitment to confidentiality throughout these processes.

The YCCD Human Resources Office (Ref. IIIA-2) coordinates with Modesto Junior College in recruitment and hiring. The Human Resources Office advertises and disseminates job announcements through a variety of media. Depending upon the classification of the position, advertising occurs at the local, state, and/or national level in one or more of the following: newspaper/s, online job vendors, the California Community College Registry, professional journals, appropriate list-serves, and promotion at annual California Community College Registry job fairs that include departmental member attendance when one of their positions is being promoted. To streamline district processes and to provide potential applicants with an efficient and user-friendly application process, the district has recently implemented an online application submission and tracking system from PeopleAdmin. (Ref. IIIA-3).
The district hiring process is outlined in its Hiring Process/EEO Booklet, which provides instruction and information to selection committees (Ref. IIIA-4). Committee members receive EEO and confidentiality training from the District Employment Manager prior to committee service. In June 2008, 65 staff, including faculty, managers and classified staff were trained by Liebert, Cassidy, and Whitmore on regulations governing selection committees, with the goal of improving consistency in the interview of candidates for positions at the college (Ref. IIIA-5). This training resulted in the adoption of an Equal Employment Opportunity training and confidentiality compliance form that all selection committee members are required to sign. In the event that a selection committee member has not participated in the interview process or has not received training from the District Employment Manager, that person is trained prior to signing the EEO training and confidentiality compliance form. Committee chairs are encouraged to reflect diversity of the college through committee membership.

The Modesto Junior College Academic Senate, in accordance with the district’s commitment to diversity in District Policy 4000- Commitment to Diversity, is strongly committed to Equal Employment Opportunities in achieving faculty diversity. The Academic Senate’s adopted Contract Faculty Hiring Procedures outlines adopted policies requiring that jobs are widely advertised (including recruitment resources that serve women and racial/ethnic minorities), and that committee participants receive EEO training, as outlined above (Ref. IIIA-6).

To ensure that both the Academic Senate and California School Employees Association (CSEA) are included in the hiring process from the onset, both constituencies are included in the internal routing/approval process for opening a position (Ref. IIIA-7). This notification allows faculty and staff leadership to participate in the appointment of selection committee members from their constituent groups. Based upon the classification of an open position, committee members may be made up of classified staff, faculty, students, and management.

The college relies on state minimum qualifications for each faculty position, and all position announcements clearly identify minimum qualifications, including education and experience (Ref. IIIA-8). Applicants who fail to meet the minimum qualifications or equivalency are removed from consideration. Applicants with degrees from foreign institutions that are not accredited by the United States are asked to submit their transcripts to an outside agency for transcript analysis and verification. The selection committee offers input on preferred qualifications, characteristics, job duties, and responsibilities for inclusion in the position announcement. The Human Resources Office works with the college’s Academic Senate to ensure that all candidates meet minimum qualifications or show equivalency, and these procedures are outlined in the Academic Senate’s Contract Faculty Hiring Procedures document (Ref. IIIA-6).

A detailed equivalency policy and procedure created by the Academic Senate and adopted by the Board of Trustees is in effect (Ref. IIIA-9). It ensures that applicants requesting equivalency are approved by the Academic Senate prior to a selection committee moving the applicant forward for interview. This procedure, outlined in the Contract Faculty Hiring Procedures document, requires participation on an equivalency screening committee of three faculty members within the discipline and confirmation by an Academic Senate committee of three appointed faculty members. CSEA approves classified position descriptions based upon specific, job-related skills and duties prior to advertisement (Ref. IIIA-10). Classified and administrative/management positions are regularly reviewed and evaluated for change in scheduled classification studies as required by Board Policy 4204 (Ref. IIIA-1).

Human Resources approves the job announcement, the composition of the screening committee, the application packet screening form, the interview questions, the interview rating form, and the selection of applicants for interview prior to the selection committee proceeding to each step in the hiring process. The application packet screening process requires a alpha/numerical rating scale. This same method is used for the interview rating process as well. All selection committee documents generated throughout the process are surrendered to the Human Resources Office. Offers of employment may not be made until references are checked by the selection committee chair and/or members of the
selection committee. Committee chairs are asked to inform candidates that their tentative hire date is dependent upon approval of their appointment by the Board of Trustees at the following meeting.

Finally, YCCD ensures that faculty members are significantly involved in the hiring of new faculty. The Modesto Junior College Academic Senate coordinates with Human Resources in approving faculty membership on selection committees. The membership of faculty selection committees is outlined in the currently approved Contract Faculty Hiring Procedures, which specify that a minimum of two faculty members for each selection committee must be selected from the discipline or department of the position, and that one additional faculty member shall be selected by the division (Ref. IIIA-6).

In 2006, the Human Resources Office began monitoring part-time instructor applications. Division Deans remain responsible for the advertisement of part-time positions on the California Community College (CCC) Registry. Each position posting clearly identifies minimum qualifications. Part-time applicants submit completed application packets to Human Resources, which are then forwarded to each division for interview. Human Resources maintains a database of applicants by discipline. When no position is immediately available, applications from qualified applicants are filed in the Human Resources Office for up to twelve months.

**Self Evaluation**

The college meets the Standard. The processes for hiring qualified employees are operating fairly successfully and are much improved from the college’s previous Self Study.

This success can be measured in several ways. First, EEO training has occurred and continues to take place, so that selection committee members are better versed in the consistency and confidentiality needed in the interview process. Selection committees continue to consist of membership from all constituency groups, from single faculty or staff hiring to the hiring of leadership positions, such as the Modesto Junior College President or the YCCD Chancellor (Ref. IIIA-11). Furthermore, since our last Self Study, the Modesto Junior College Academic Senate has created and approved the new Equivalency Policy and Procedure, which ensures that the college hires qualified faculty (Ref. IIIA-9).

Although the district’s hiring and recruitment policies and procedures advocate diversity in hiring, the college continues to fall short in hiring employees that reflect the diversity of our student and community populations. Recruitment practices should be reviewed to determine if the range of advertising venues is sufficient to attract candidates from under-represented segments of the population. Additionally, portions of the approved Contract Faculty Hiring Procedures could be improved to clarify faculty participation in selection committees. The Modesto Junior College Academic Senate has completed a two-year revision of these procedures and the revised procedures are currently being discussed with District Human Resources representatives.

**Planning Agenda**

The college will broaden the range of outlets at which openings for faculty and staff positions are advertised.

**III.A.1.b.**

The institution ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Descriptive Summary**

Personnel evaluations for administrators, managers, and supervisors are tracked by Human Resources.
In April of 2007, the Chancellor took responsibility for management evaluations to set precedent for regular and timely evaluations of the management team. Now that precedent has been established, management evaluations are monitored and tracked by Human Resources. The Human Resources Office provides regular notification and reminders to supervising managers of all evaluations coming into cycle each year (Ref. IIIA-12).

In fall 2008, the management evaluation process was revised and now follows a three-year cycle that requires members to be evaluated on an annual basis by the direct supervisor (Ref. IIIA-13). Every third year, the annual evaluation also includes a confidential evaluation survey sent to designated subordinate employees, colleagues, and campus representatives, including staff and faculty leadership. Completed management evaluations are reviewed by the Chancellor and Vice Chancellor of Human Resources prior to placement in personnel files. Supervising managers are expected to complete evaluations in a timely and regular manner. In the event that a supervising manager has not completed timely evaluations, the appropriate next level administrator is notified by Human Resources.

Classified personnel evaluations are tracked and/or monitored by the office of Vice Chancellor of Human Resources. Notification is sent to managers within 90 days of due date that provides detailed information regarding the evaluation cycle for each employee (Ref. IIIA-14). The management team responsible for subordinate evaluations is expected to complete evaluations on a timely basis, and forward them promptly to Human Resources. In the event a supervisor or manager has not completed the evaluation of a classified staff member, the appropriate next level administrator is notified by Human Resources.

Full-time faculty evaluations are tracked and/or monitored by the Office of Instruction at Modesto Junior College (Ref. IIIA-15). Each fall, deans receive lists from the Vice President of Instruction’s office with names of faculty who need to be evaluated in that academic year. Full-time student services evaluations are tracked and/or monitored by the office of the Vice President of Student Services and follow a similar system. Division deans track and/or monitor adjunct evaluations. Probationary faculty members are evaluated each semester for the first two years, and in their second two years they are evaluated in the fall semester; Regular Contract Faculty are evaluated in the spring (Ref. IIIA-16).

Effective 2008, the Yosemite Faculty Association negotiated a complete revision of the faculty evaluation process. This process now includes a mandatory self-evaluation, and faculty may include their own Student Learning Outcomes assessment as part of this self-evaluation if they so choose (Ref. IIIA-17). Since assessment of Student Learning Outcomes is now widely considered to be among the “standards of performance common to the profession” (Collective Bargaining Agreement with YFA, p. 80) participation in the assessment of SLOs is incorporated, by reference, into the criteria for evaluating full-and part-time faculty. Furthermore, new appendices were negotiated that now include peer observation and student evaluation forms for Instructional, Counseling, library, and those teaching online (Ref. IIIA-18). In order to ensure equity across the disciplines and colleges, verbal instructions were also negotiated, which must be read verbatim when conducting student evaluations.

The purpose of faculty evaluation is clearly noted in the Faculty Contract: to document and acknowledge the quality of performance; to enhance performance; to identify areas in need of improvement; and to assist in achieving needed improvement. Also, Appendix C-1 in the Contract outlines the criteria for faculty evaluation, which not only includes quality of teaching and respect for students, but also continued inquiry in one’s field of study and demonstration of continued professional development. Furthermore, in the 2008 negotiation cycle, YFA and YCCD created an additional category in the Evaluation Report for probationary faculty that reads “Satisfactory (with need of improvement).” This middle ground addresses the philosophy that evaluation is meant to engage faculty in how they may better improve their own teaching and professionalism. The Faculty Contract, under Article 6.8.4, also allows for professional improvement plans for regular contract faculty (Ref. IIIA-19).
Self Evaluation

The college meets the Standard. Vast improvement in the completion and participation in management evaluation has occurred since Modesto Junior College's last Self Study. Furthermore, designated leadership groups are now a mandatory part of the executive management evaluation process, which ensures greater objectivity in the process. Classified staff and full-time faculty evaluation processes meet the Standard as well. Improvement, however, needs to occur in the timely conducting and tracking of part-time faculty evaluations. Currently, part-time faculty evaluations are tracked only at the division dean level, so there is a lack of accountability and assessment.

Planning Agenda

None.

III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Though achieving student learning outcomes is not a direct component of faculty evaluations, Student Learning Outcomes assessment is now widely considered to be among the “standards of performance common to the profession,” (Ref. IIIA-18) participation in the assessment of SLOs is included among the criteria employed for evaluating full- and part-time faculty members. All disciplines are required to have Student Learning Outcomes and assessments in place, with continuous improvement expected. Since 2005, full- and part-time faculty have participated in the development and assessment of Student Learning Outcomes and have participated in assessment and dialogue related to using results to improve and further align results with institution-wide practices. Over the past two years the Assessment Work Group (a subcommittee of the Accreditation/Institutional Effectiveness Committee) has worked, both formally and informally, to train faculty and staff in writing and assessing SLOs for courses and programs.

In the MJC Climate Survey conducted in spring 2010, 69.8 percent of employees surveyed agreed or strongly agreed that MJC makes a conscious effort to assess how well learning is occurring. Additionally, 68.6 percent of employees surveyed agreed or strongly agreed that MJC makes a conscious effort to make changes to improve student learning [Ref. IIIA-30].

Self Evaluation

The college meets the Standard by requiring that all disciplines have Student Learning Outcomes and assessment in place for the purpose of continuous improvement of student learning and further alignment of institution-wide practices. Additionally, during the Institutional Effectiveness Assessment Workshop in May 2010, college leadership analyzed the SLO, AUO, and SAO assessment results and found the college to be proficient in its assessment processes [Ref. IIIA-20-24]. The college maintains its goal to assess 100 percent of its course and program learning outcomes by the end of 2012.

Planning Agenda

The college will continue to refine its assessment processes to promote continuous improvement in student learning.

III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

A professional Code of Ethics can be found in the organizational documents of each employee group, including management, classified staff, and faculty.
The Leadership Team Advisory Council (LTAC) (management) fully supports the Association of California Community College Administrators (ACCCA) Statement of Ethics and includes this statement in the Leadership Team Handbook January 2010 (Ref. IIIA-25).

The Classified School Employees’ Association contract includes Article 17, which insures a safe and civil working environment for all classified staff. Furthermore, in 1954, the State CSEA adopted the CSEA’s Code of Ethics. Because it is contained in the Association Constitution and Bylaws, it applies to each CSEA Chapter and all members thereof (Ref. IIIA-26).

Appendix C-2 in the Faculty Contract contains a Statement of Professional Ethics that has been adopted from the American Association of University Professors (Ref. IIIA-18).

Students are informed of their rights and responsibilities, their expected standard of conduct and of the academic integrity policy and discipline procedures on pages 42-44 of the MJC Catalog (Ref. IIIA-27).

Finally, using the Modesto Junior College 2008-2013 Strategic Plan (Ref. IIIA-28), the college leadership, in shared governance dialogue, chooses three to four goals to focus on. Each year for 2010-11 (Ref. IIIA-29), one of the focused goals is Goal 4, which asks that the “leadership responsible for governance at MJC... create a climate that empowers all MJC employees to be engaged in the campus community and that encourages respect, trust and integrity through open communication and professional development.”

Self Evaluation

The college meets the Standard. Each constituency group throughout the college has a clearly written and supported Code of Ethics document as a part of its organization’s contract or handbook. Nonetheless, the results of the 2010 MJC Climate Study indicate that some employees feel undervalued (Ref. IIIA-30). While 60 percent of employees felt that the college treated faculty and staff equitably, 37 percent strongly disagreed with this statement, indicating that some improvement needs to take place.

Planning Agenda

The college will take steps to engage faculty and staff more meaningfully in shared governance activities.

III.A.2

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

Due to statewide budget constraints, Modesto Junior College and YCCD have experienced a “soft” hiring freeze and have limited hiring of faculty and staff. College administrators, faculty, and staff continue, however, to meet increased student needs despite these reduced levels of funding. Enrollment management data from fall 2010 show FTES for the semester (as of September 21, 2010) to be at 6909, about 239 FTES over fall 2009 and 32 FTES over fall 2008. Further data shows the Modesto Junior College fill rate to be at 99.85 percent of the available seats overall at the college, with some divisions showing a fill rate of up to 111 percent fill rate (Ref. IIIA-31).

All the above has been achieved with reduced faculty, staff and administration. Twelve full-time faculty positions have been removed from the 2010-11 Modesto Junior College salary budgets. Additionally, there are two Academic Administrators, two Classified Managers, and eleven classified staff positions vacant and unfilled (Ref. IIIA-32).
As of fall 2009, Modesto Junior College administrator, faculty, and staff enrollment to staffing statistics were the following (Ref. IIIA-33):

- MJC student enrollment was 20,424.
- MJC Employed:
  - 277 Full-time Classified Staff
  - 3 Permanent Part-time Classified Staff
  - 245 Full-time Faculty
  - 128 Adjunct Faculty
  - 45 Managers/Administrators
  - 26 Temporary Classified Staff
  - 76 Student Workers

- MJC’s enrollment and staffing trend for the last five years is evidenced below:

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment, Fall</td>
<td>18380</td>
<td>18748</td>
<td>19413</td>
<td>18665</td>
<td>20424</td>
</tr>
<tr>
<td>Fulltime Classified Staff</td>
<td>220</td>
<td>237</td>
<td>224</td>
<td>223</td>
<td>277</td>
</tr>
<tr>
<td>Permanent Part-time Classified Staff</td>
<td>11</td>
<td>16</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Fulltime Faculty</td>
<td>266</td>
<td>256</td>
<td>255</td>
<td>254</td>
<td>245</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>135</td>
<td>148</td>
<td>140</td>
<td>154</td>
<td>128</td>
</tr>
<tr>
<td>Managers/Administrators</td>
<td>46</td>
<td>47</td>
<td>45</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Temporary Classified Staff</td>
<td>46</td>
<td>96</td>
<td>36</td>
<td>53</td>
<td>26</td>
</tr>
<tr>
<td>Student Workers</td>
<td>138</td>
<td>116</td>
<td>103</td>
<td>151</td>
<td>76</td>
</tr>
</tbody>
</table>

Due to ongoing budgetary constraints, reaching the 75/25 target continues to be challenging. Below are the district’s reported FT/PT faculty ratios (Ref. IIIA-34):

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty %</td>
<td>71</td>
<td>71</td>
<td>70</td>
<td>69</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>Part Time Faculty %</td>
<td>29</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>65</td>
<td>35</td>
</tr>
</tbody>
</table>

Furthermore, the district met its 2009 target goal of 298 FTO, reflecting that year’s 65/36 FT/PT ratio.

Since Modesto Junior College’s last Self Study, the college has made continual revisions to its processes for determining institutional priorities for administrative, faculty, and classified staffing. During the 2009-10 academic year, the Planning and Budget Committee selected a group of quantitative elements, available through program review, to use as initial sorting criteria for prioritizing faculty positions at the college. These quantitative elements included, but were not limited to, a program’s FTES, FTEF, and full-time/part-time faculty ratios. For non-instructional faculty and classified staff positions, quantitative data came from statewide approved student/faculty ratios and from the CSEA reclassification study (Ref. IIIA-35).

A small sub-committee of the Planning and Budget Committee looked at these quantitative elements available in program review and selected those elements they thought to be most relevant in hiring prioritization. Based on a quantitative analysis of the data, the Planning and Budget Sub-Committee created a ranking of positions. For example, if a program created a lot of FTES per faculty, that program might be ranked higher than a program that created less FTES per faculty. This ranking was the first step in the hiring prioritization process.

The second step in the process was to adjust this quantitative-based ranking with qualitative data, including whether the program was a one-person program, whether positions in a program had remained unfilled for a number of years, and whether there was a demand for jobs or particular skill sets in the local area. Qualitative data came
to the Planning and Budget Committee through the Instructional Administrators’ Council. Based on both the quantitative and qualitative data, the Planning and Budget Committee made hiring prioritization recommendations to the Modesto Junior College President for approval (Ref. IIIA-36).

For the fiscal year 2011 funding cycle, this process was further refined. The Planning and Budget Committee continued to review all hiring prioritizations and made final recommendations to the President for approval. Prior to this step, however, staffing requests were reviewed by the Student Services Council, the Instructional Administrators’ Council, and the newly created Administrative Council (Ref. IIIA-37). For the purpose of hiring prioritization, an additional three faculty and two classified staff members were added to the membership of each council in order to facilitate constituent group representation in the process. The three councils developed criteria, prioritized staffing requests in their respective areas, and forwarded the approved priority lists for review, possible revision, and approval by the Planning and Budget Committee.

Modesto Junior College continues to explore how to improve its mission of supporting diversity through staff hiring. The college service area includes Stanislaus County and parts of Merced and San Joaquin Counties. Meeting the needs of these diverse communities with qualified employees is a continuing district goal. MJC’s Fall 2009 Employee Population, as stated below, when compared to service area 2009 demographics from the Center of Excellence, is indicative of a need for further improvement in achieving a mix of faculty and staff that is representative of the population of the service area (Ref. IIIA-38). When compared to MJC Student Population for fall 2009, however, the discrepancy is much less (equal in all groups except lower in Hispanic representation and slightly higher in White representation). MJC’s 2010 Institutional Effectiveness Report identifies in Chapter 1 the growing rate of increase in minorities in the college’s service area through 2014 (Ref. IIIA-39). Increase in Hispanic population is expected. As these populations increase in the community, the district will continue to strive to provide qualified employees who meet the needs of this community.

<table>
<thead>
<tr>
<th>2009 YCCD Service Area Population/ Ethnicity 15 -74 years old</th>
<th>MJC Employee Population Fall 2009</th>
<th>MJC Student Population Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population totals:</td>
<td>449059</td>
<td>20424</td>
</tr>
<tr>
<td>American Indian/ Alaskan</td>
<td>&gt;4490</td>
<td>unknown</td>
</tr>
<tr>
<td>African American</td>
<td>13472</td>
<td>613</td>
</tr>
<tr>
<td>Asian</td>
<td>17962</td>
<td>1225</td>
</tr>
<tr>
<td>Hawaiian/ Pacific Islander</td>
<td>&gt;4490</td>
<td>unknown</td>
</tr>
<tr>
<td>Hispanic</td>
<td>161661</td>
<td>6127</td>
</tr>
<tr>
<td>White</td>
<td>238001</td>
<td>8170</td>
</tr>
<tr>
<td>Two or more races</td>
<td>13472</td>
<td>4289</td>
</tr>
<tr>
<td>Unknown</td>
<td>Not stated</td>
<td>4289</td>
</tr>
</tbody>
</table>
Finally, in order to ensure that Modesto Junior College hires qualified faculty, the college relies on state minimum qualifications for each faculty position, and all position announcements clearly identify minimum qualifications, education, and experience. Applications that fail to meet the minimum qualifications or equivalency are removed from consideration. Input from the selection committee chosen for each faculty position aids in identifying preferred qualifications, characteristics, job duties, and responsibilities for inclusion in the position announcement. The Human Resources Office works with the college’s Academic Senate to ensure that all candidates meet minimum qualifications or show equivalency, and these procedures are outlined in the Academic Senate’s Contract Faculty Hiring Procedures document (Ref. IIIA-6).

A detailed equivalency policy and procedure created by the Academic Senate and adopted by the Board of Trustees is in effect (Ref. IIIA-9). It ensures that applicants requesting equivalency are approved by the Academic Senate prior to a selection committee moving the applicant forward for interview. This procedure, outlined in the Contract Faculty Hiring Procedures document, requires participation on an equivalency screening committee of three faculty members within the discipline and confirmation by an Academic Senate committee of three appointed faculty members. Classified position descriptions are approved by CSEA prior to advertisement and are based upon specific, job-related skills and duties (Ref. IIIA-8). Classified and administrative/management positions are regularly reviewed and evaluated for change in scheduled classification studies as required by Board Policy 4204- Classified Staff (Ref. IIIA-1).

**Self Evaluation**

The college meets the Standard. The college has responded to recent budget shortfalls by significantly improving student access as measured by FTES: FTEF. This improved efficiency, however, has only partially mitigated the impact of the prolonged economic recession on student demand for educational services; consequently, the college continues to turn away students, as exemplified by long wait lists for many courses. Thus, while the quality and quantity of faculty and staff are sufficient to meet the needs of current students, significantly more students could be served in the event that resources become available to meet prioritized faculty and staff needs.

**Planning Agenda**

None.

**3.III.A.3.**

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**III.A.3.a**

The institution establishes and adheres to written policies enduring fairness in all employment procedures.

**Descriptive Summary**

Yosemite Community College District Board of Trustees publishes Section 4000, Personnel Board Policies, on the district website. All district personnel policies are available online (Ref. IIIA-1).

The district maintains and regularly updates a district policy and procedures manual. For greatest ease and access it is posted on the district’s website. All policies that go to the Board for adoption or revision are first vetted through a review process. The process consists of a Policy and Procedures Committee that is represented by all constituency groups, including MJC Academic Senate, Columbia College Academic Senate, the Yosemite Faculty Association, California Schools Employees’ Association, a Modesto Junior College administrator, a Columbia College administrator, and a Chancellor’s office staff member (Ref. IIIA-40).

Personnel policy and procedures are identified in the 4000 Series (Section 4) of this manual. The Vice
Chancellor of Human Resources confers with district legal counsel regarding any proposed modifications. The district subscribes to the Community College League of California’s (CCLC) Policy and Procedures Service. This service provides bi-annual policy and procedure recommendations updates that have been vetted through CCLC legal counsel. The review and update of district policy is conducted year round.

The district has adopted a nondiscrimination Board Policy 4200- Recruitment and Hiring, revised 6/13/07 (Ref. IIIA-1), and continues to maintain its status as an Equal Employment Opportunity Employer. In addition, the district’s Board Policy 4000—Commitment to Diversity—further fosters diversity and equal consideration in the college’s academic environment. The district’s Beyond Tolerance statement, “The Yosemite Community College District has adopted a Beyond Tolerance Initiative program to ensure that our learning and work environment and climate is characterized by inclusiveness, tolerance and respect for all of our students, staff and community,” continues to be featured on certificated and academic administrator hiring brochure sleeves. The district and colleges promote themselves as equal opportunity employers. “EEO Employer” is stated on all classified position announcements. Human Resources also offers EEO training and has an EEO handbook, entitled The Hiring Process, that is provided to selection committee members.

**Self Evaluation**

The college meets the Standard.

**Planning Agenda**

None.

**III.A.3.b.**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Descriptive Summary**

Personnel files are kept in fire proof file cabinets in the Human Resources’ Coordinator’s Office at the district. They are locked each night and unlocked each morning. As employees separate from YCCD, their files are scanned by Human Resources staff and held in a confidential Human Resources employee-access-specific MATRIX system owned by the district. Requests for personnel record viewing or copies of personnel documents held in the MATRIX system are overseen by the Human Resources Coordinator. Only Human Resources staff members are allowed to access MATRIX personnel records. Further, the Board of Trustees adopted Policy 4009- Release of Confidential Information which provides additional protection for the employee (Ref. IIIA-1).

The YCCD adheres to Education Code 87031, and personnel files are available to all administration, faculty, and staff by appointment. According to the CSEA contract, classified staff are permitted to view their files only when not on duty (Ref. IIIA-41). Infrequently, a faculty or management employee may be allowed access without an appointment should he or she be at the district office and Human Resources personnel have the availability to assist. Personnel files are viewed in the presence of a Human Resources Employee.

Per the Yosemite Faculty Association’s Contract, Article 8, faculty members are permitted to review, upon reasonable notice, their personnel files and to be accompanied by a YFA representative if desired (Ref. IIIA-42).

**Self Evaluation**

The college meets the standard. The **YCCD Leadership Team Handbook** should be revised to include specific language pertaining to an administrator’s right to view his or her personnel files.

**Planning Agenda**

The college will revise the **YCCD Leadership Team Handbook** to include language pertaining to administrators’ rights to view their personnel files.
III.A.4

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Faculty members are provided with annual professional development opportunities through sabbatical and short-term leave of absence and banked leave opportunities that will benefit the teaching and learning needs of the college. These specific development opportunities, guidelines, and criteria are articulated in the YFA Faculty Contract (Ref. IIIA-57). In addition to sabbatical and short-term leaves, faculty are contractually required to fulfill a certain number of Flex hours, which provides the opportunity to participate in activities, some of which have a particular diversity component.

Classified employees have professional growth and educational opportunities which are contractual as well. All CSEA members are eligible to apply for and participate in approved activities. The district supports continuing education of bargaining unit members with reimbursement of eligible fees for coursework and training (Ref. IIIA-58).

The college provides bi-annual Institute Days that include workshops and break-out sessions for all employees (Ref. IIIA-62). Institute Day breakout sessions have included topics such as “Central Valley Demographics”, “Best Hiring Practices”, and sessions on hiring procedures all of which emphasize the diversity of our area and how best to represent our constituents. Each college provides Flex activities, such as Civic Engagement Project (CEP) events, and the Modesto Area Partners for Science (MAPS) at Modesto Junior College (Ref. IIIA-63). MJC recently established a college-wide professional development committee, the Staff Resource Advisory Committee, to review and plan activities for all faculty and staff (Ref. IIIA-64). This will pool together travel funds from each division, offering a more transparent process for funding across campus.

MJC was recently awarded a Title 5 grant (2009-10) which has greatly expanded opportunities for faculty, adjunct faculty, classified employees, and managers to apply for development monies (Ref. IIIA-65). Beginning in May 2010, faculty and staff began attending national, state, and local workshops which address learning, teaching, and support/customer services. The grant includes a component to support multicultural and diversity initiatives on campus. A Staff Development Diversity Advisory Committee, which includes the members from CEP, faculty and classified staff will institutionalize diversity programs, practices, and services that support the appreciation of diversity.

Self Evaluation

The college meets the Standard. To address this opportunity, the college now has committees, coalitions, programs, and grant monies dedicated to this ongoing concern. The spring 2010 MJC Climate Survey indicates that 77 percent of faculty, staff and administrative respondents “strongly agree” or “agree” that “the college promotes an understanding of and concern for issues of equality and diversity (Ref. IIIA-30).”

Planning Agenda

None.

III.A.4.b

The institution regularly assesses its record in employee equity and diversity consistent with its mission.

Descriptive Summary

The district has a history of success in diversity, most notably the previous Beyond Tolerance Initiative which strengthened the district’s commitment to...
diversity. Furthermore, the district’s Strategic Plan, the Mission Statement, Vision, Goals, and Objectives all state in part the commitment to quality staffing that is both professional and diverse (Ref. IIIA-49).

District Policy 4000- clearly states the district’s commitment to employing qualified personnel while promoting equal opportunity and diversity throughout the district, and is stated as follows (Ref. IIIA-1):

The district is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates.

In order to meet this policy, the Office of Human Resources is actively involved in reaching out to multi-cultural and diverse media to attract candidates with diverse backgrounds. These media include Women in Higher Education, Hispanic Outlook in Higher Education, Insight into Diversity, Asian-jobs.com, Hispanic-jobs.com, Diversity-jobs.com, and ACCCA.org (Ref. IIIA-50).

As applicant ethnicity is one means of assessing employee equity and diversity, the Human Resources Office tracks position by position the ethnicity of its applicants and maintains annual reporting documents. According to the YCCD EEO Fall Reports from 2004 through 2009, YCCD employment of ethnic minorities and female employees has remained relatively stable with slight overall increases in the past five years (Ref. IIIA-S1):

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Ethnic Minority</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>537</td>
<td>122</td>
<td>22.7%</td>
<td>348</td>
<td>64.8%</td>
</tr>
<tr>
<td>2007-08</td>
<td>547</td>
<td>121</td>
<td>22.1%</td>
<td>265</td>
<td>48.4%</td>
</tr>
<tr>
<td>2006-07</td>
<td>561</td>
<td>120</td>
<td>21.4%</td>
<td>352</td>
<td>62.7%</td>
</tr>
<tr>
<td>2005-06</td>
<td>556</td>
<td>105</td>
<td>18.9%</td>
<td>386</td>
<td>69.4%</td>
</tr>
<tr>
<td>2004-05</td>
<td>565</td>
<td>108</td>
<td>19.1%</td>
<td>332</td>
<td>58.8%</td>
</tr>
</tbody>
</table>

**Self Evaluation**

The college meets the Standard. District diversity reporting history shows a ten year overall trend of steady increase in ethnic minority staffing. Human Resources recruits personnel with a concerted effort to attract candidates with diverse backgrounds that reflect the population of the community the district serves. Seventy percent of respondents to the *Spring 2010 MJC Climate Survey* “strongly agreed” or “agreed” with the statement that “MJC provides programs and practices that support its diverse personnel” (Ref. IIIA-30).

**Planning Agenda**

None.

**III.A.4.c**

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Descriptive Summary**

The district’s commitment to fair and equitable hiring and treatment of staff and students is evidenced in its Strategic Plan, Board policies in 4000- Commitment to Diversity (See description above in IIIA.4.b), Policy 4017- Nondiscrimination, and Policy 4018- Sexual Harassment (Ref. IIIA-1, 49).
Furthermore, the district has also adopted Board Policy 4020- Employee Evaluation that recognizes the importance of the value of the evaluation process. The district has procedures for employee evaluation that have been negotiated by California School Employees’ Association, the Yosemite Faculty Association, and the Leadership Team on behalf of their constituents. For a detailed description of these processes, please see IIIA.1.b above.

The district has also negotiated grievance procedures with the California School Employees Association (Ref. IIIA-52), the Yosemite Faculty Association (Ref. IIIA-53), and the Leadership Team (Ref. IIIA-54). Students also have procedures for grievances and for appealing grades through the Office of Student Success (Ref. IIIA-55).

**Self Evaluation**

The college meets the Standard.

**Planning Agenda**

None.

### III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

#### III.A.5.a

The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary**

The YCCD provides all personnel with professional development opportunities consistent with the district’s overall mission. The district provides diverse opportunities for members of all employee units; management, faculty, and classified. Managers are provided with an annual professional education program (PEP) as articulated in the Leadership Team Advisory Council (LTAC) Handbook (Ref. IIIA-56).

Faculty members are provided with annual professional development opportunities through sabbatical, short-term leave of absence, and banked leave opportunities that will benefit the teaching and learning needs of the college. These specific development opportunities, guidelines, and criteria are articulated in the YFA Faculty Contract (Ref. IIIA-57).

Classified employees have professional growth and educational opportunities which are contractual as well. All CSEA members are eligible to apply for and participate in approved activities. The district supports continuing education of bargaining unit members with reimbursement of eligible fees for coursework and training (Ref. IIIA-58).

Other professional development opportunities are provided by district or college resources. Information Technology (IT) provides training to all district employees on new programs and software updates (Ref. IIIA-59). The Grants Office provides annual training on grant acquisition procedures and protocol (Ref. IIIA-60), and the MJC Foundation provides funding for professional activities through mini-grants (Ref. IIIA-61). The college provides bi-annual Institute Days that include workshops and break-out sessions for all employees (Ref. IIIA-62). Each college provides Flex activities, such as Civic Engagement Project (CEP) events and Modesto Area Partners for Science (MAPS) at Modesto Junior College (Ref. IIIA-63). MJC recently established a college-wide professional development committee, the Staff Resource Advisory Committee, to review and plan activities for all faculty and staff (Ref. IIIA-64). This committee will pool together travel funds from each division, offering a more transparent process for funding across campus.

MJC was recently awarded a Title 5 grant (2009-10) which has greatly expanded opportunities for faculty, adjunct faculty, classified employees, and managers to apply for development monies (Ref. IIIA-65). Beginning in May 2010, faculty and staff began attending national, state, and local workshops which
address learning, teaching, and support/customer services. Criteria for determining selection of grant-funded professional development assistance include the extent to which the proposed activity addresses college strategic plan goals and the degree to which the activity promotes the achievement of student learning outcomes (Ref. IIIA-66).

Self Evaluation

The college meets the Standard. Within resource constraints, MJC is performing satisfactorily with regard to providing professional development activities to faculty, staff, and management. In the spring 2010 MJC Climate Survey, 77 percent of respondents expressing an opinion “strongly agreed” or “agreed” that “faculty is provided opportunities for professional development,” while 62 percent agreed that “staff is provided opportunities for professional development” (Ref. IIIA-30). The Staff Resource Advisory Committee, along with the Grants Office (Title 5), has begun to assess, identify, and plan staff development.

The YFA contract and CSEA contract have both been re-written to address professional development needs (sabbatical, reclassification, and retraining). These changes have also added greater review and analysis of professional development activities at the college and district level.

Planning Agenda

None.

III.A.5.b

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development activities provided directly by the district are systematically evaluated by participants. Efforts are made to collect survey results, and programs are improved based upon this feedback. The Institute Day Committee meets regularly to plan and assess survey results, making changes to development opportunities as needed to address strategic plan goals, accreditation concerns, or new academic issues (Ref. IIIA-67). Topics recently addressed have been wellness, accreditation, Student Learning Outcomes and assessment, and Title 5 grant writing opportunities.

Much review of professional activities has taken place through negotiations between the district and the Yosemite Faculty Association. Beginning with the 2007-08 round of negotiations, contract language regarding sabbatical, sabbatical review, evaluation, and column advancement were re-written to add more review and rigor to professional development requirements for faculty (Ref. IIIA-17). Additionally, the CSEA completed a full reclassification study during 2008-09. This reclassification included staff review of all professional activities and rewriting of job descriptions for each staff position on a district-wide basis (Ref. IIIA-68).

MJC has created a review process for activities completed within the FLEX accounting system. These results can be systematically reviewed, identifying strengths and weaknesses of each program faculty and staff participate in (Ref. IIIA-69). Furthermore, the previously referenced Title 5 professional development support program includes an evaluation component for each funded activity (Ref. IIIA-66). Additionally, the YCCD purchased Class Climate survey software. This software has enabled each college and division to poll students, staff, faculty, and administrators regarding professional development opportunities and base future improvements upon this data (Ref. IIIA-70).

Self Evaluation

Significant progress has been made toward addressing this standard over the last several years. MJC now has a Staff Resource and Advisory Committee to identify, review, and evaluate such activities. The college has initiated professional development opportunities for all staff, faculty, and management within MJC and the district offices through new Title 5 funding. Applicants for professional development support have been asked to begin incorporating elements of assessment into their proposals.
Planning Agenda

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.

III.A.6

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is the primary directive in the Yosemite Community College District. The district’s planning activities, mission and vision, Strategic Plan, Educational Master Plan, Facilities Master Plan, all reflect the high value the college and the district place on all human resources—trustees, staff, faculty, and administrators—as do the college’s mission, Strategic Plan, and reorganization of institutional structures.

Yosemite Community College District’s Strategic Plan identifies quality staff as a top goal district-wide, as is providing “a positive and rewarding work environment that is successful in attracting and retaining highly professional and diverse staff.” College integrated planning regarding adequate staffing includes ties to the overarching District Strategic Plan (Ref. IIIA-49). Additionally, a district fiscal representative serves on the college’s Planning and Budget Committee, which reviews college staffing priorities (Ref. IIIA-71). The district office of Human Resources is the service agent in recruiting employees based upon the determination and approval of the institution’s Planning and Budget Committee. At MJC, integration of human resource planning with institutional planning is achieved through the resource prioritization process conducted annually under the auspices of the Planning and Budget Committee (Ref. IIIA-37). Additionally, long-term human resource needs are identified as part of the multi-year budget plan prepared by the Vice President for College and Administrative Services and reviewed and approved by the Planning and Budget Committee.

The recent funding of the district’s Measure E bond has sparked aggressive modernization of buildings and construction of many new structures on both the East and West Campuses (Ref. IIIA-72). District Facilities Planning and Operations has identified staffing needs by project through 2014 (Ref. IIIA-73). These needs are also incorporated into the college’s multi-year funding plan through the Planning and Budget Committee’s Total Cost of Ownership Plan, adopted in fall 2010 (Ref. IIIA-74). Preliminary growth calculations for security officer additions were identified for 2008-2013 and are based upon an employee plus student increase to determine officer need (Ref. IIIA-75). State budget cuts are expected to impact these district departments.

State budget cuts continue to impact the institution’s ability to plan adequately for staffing at all classification levels. The Planning and Budget Committee is charged with overseeing the prioritization of faculty, staff, and administrative positions for hire. The committee includes the college President, Vice Presidents of Instruction, Student Services, and College Administrative Services, Academic Senate appointees, the Director of Research and Planning, a Student Services administrator, YFA appointees, CSEA appointees, Instructional Deans, a YCCD Fiscal Service administrator, and a student body representative (Ref. IIIA-71). Recently, this committee has begun to discuss the need to review college budget expenditures from the base up rather than to depend solely on newly anticipated revenue to meet high-priority staffing needs (Ref. IIIA-76). This dialogue has now begun to occur among other constituent groups, including the Academic Senate and collective bargaining units.

Self Evaluation

The college meets the Standard. The YCCD works with the Board of Trustees to identify hiring priorities based upon its community and staffing needs. The district remains committed to a goal of 75/25 ratio of fulltime to adjunct faculty. Since massive retirements in 2004, 30 faculty positions still have not been replaced, but due to enrollment
reduction, the reduced Full Time Obligation (FTO) has not necessitated the replacement of these positions. Some programs have lost their only full-time faculty due to retirement, causing falling enrollment in those disciplines, and a lack of voice in planning committees.

Despite enrollment limitations and cuts to categorical funding by the state in 2009-10, the district and MJC have remained committed to limiting layoffs. This has tightened district and college budgets but demonstrates a commitment to preserving human resources and the services they provide. With the percentage of the college budget devoted to salaries and benefits now approaching the mid-90s, this commitment may not be sustainable in the long-run.

Upon improvement of the state budget, staffing needs will need to take priority within the college and the district. In particular, the need to address the total cost of ownership of newly constructed, bond-funded facilities is paramount. Additionally, classified staff, faculty, and administrative positions which have not been replaced will need to be reconsidered in the context of overall institutional needs. This will require clear and transparent processes that are now in place.

**Planning Agenda**

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.
References for Standard III.A

1. YCCD Board Policies and Procedures: Personnel
2. YCCD Human Resources
3. YCCD PeopleAdmin Login Page
4. YCCD Hiring Process/EOO Booklet
5. Yosemite Community College District, Staff Training Workshop, June 2008
6. Yosemite Community College District, Faculty Hiring Procedures
7. Template: MJC Request to Announce Form
8. Example of MJC Educational Administrator Job Announcement
9. Equivalency Policy and Procedures, YCCD/Academic Senate
10. Classified Staff Job Announcement Example
11. Selection Committee Membership, MJC President, 2010
12. Vice President of Instruction, Management Evaluation Notice, 2009
13. Leadership Team Handbook: Management Evaluations (Pg. 16)
14. Classified Staff Evaluations Notification Example
15. MJC Office of Instruction: Faculty Evaluation Cycle
16. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD, (Faculty Evaluations Timeline, Pgs. 80 - 115)
19. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD, (Professional Improvement, Pg. 38)
20. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop, May 6, 2010
21. Assessment Work Group
22. Modesto Junior College Comprehensive Assessment Report, 2010
23. Fall 2010 Institute Day Program
24. Accreditation News, June 1, 2010
25. Leadership Team Handbook: Ethics Statement (Pg. 6)
27. MJC Catalog 2010-2011
28. Modesto Junior College, Strategic Plan, 2008-2013
29. College Council Minutes, Prioritizing Goals for the College, 2010-2011
30. Modesto Junior College Climate Survey Analysis, Spring 2010
31. Enrollment Data on September 21, 2010
32. MJC Unfilled Positions, 2010-2011
33. MJC Administrator, Faculty, and Staff Enrollment to Staffing Statistics, Fall 2009
34. YCCD Reported FT/PT Ratios, 2004-2009
35. 2009-2010 Planning and Budget Committee (PBC), Prioritization Criteria
36. 2009-2010 Planning and Budget Committee, Hiring Prioritization Process
37. 2010-2011 Planning and Budget Committee, Hiring Prioritization Process
38. YCCD Service Area Demographics, Center of Excellence, 2009
40. YCCD Policy and Procedures Committee Membership
41. California School Employees’ Agreement (CSEA), July 1, 2010 – June 30, 2012, Article 9.1.1 (Pg. 21)
42. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD, (Personnel File Review, Pg. 21)
43. Civic Engagement Project (CEP)
44. CEP Webinar: Promoting the Development, Achievement and Persistence of Students from Diverse Backgrounds
45. International Student Program
46. Lost Boys of Sudan Speech, November 2010
47. Associated Students of Modesto Junior College (ASMJC)
48. ASMJC’s Lunch and Learn Schedule
49. Yosemite Community College District, Strategic Plan 2007-2015
50. Evidence of Advertising in Asian-jobs.com
51. YCCD EEO Fall Reports from 2004-2009
53. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD (Article 11, Pg. 33)
54. YCCD Leadership Team Handbook: Section J (pg. 24)
55. Grievance Process for Students
56. YCCD Leadership Team Handbook: PEP Funds (Pg. 15)
57. Faculty Contract, July 1, 2007 – June 30, 2010, YFA and YCCD
59. YCCD Information Technology Training Website
60. YCCD Grants Office Training Information
61. Modesto Junior College Foundation Mini Grants
62. Program for Flex Activities before Institute Day
63. Modesto Area Partners for Science (MAPS) Website
64. Staff Resource Advisory Committee
65. Title 5 Grant
66. Application for Professional Development Monies, Title 5
67. Institute Day Planning Work Group Meeting Minutes
68. 2008-2009 YCCD/CSEA Reclassification Study
69. Professional Development Committee
70. Class Climate Evaluation Tool Template
71. Planning and Budget Committee: Charge and Membership
72. YCCD Measure E Bond Projects Website
73. YCCD Facilities Staffing Projections, 2014
74. Planning and Budget Committee: Total Cost of Ownership Plan, 2010-2015
75. YCCD Security Staffing Plan, 2008-2013
76. College Council Meeting Minutes, Budget Issues, October 2010
Standard III.B  Physical Resources
Standard III. B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Modesto Junior College currently maintains three sites: the East and West Campuses, located approximately two and a half miles apart on the east and west sides of Highway 99, and the Beckwith Ranch (a satellite facility maintained for agricultural purposes). The East Campus (the college’s original site) is situated on approximately 54 acres, surrounded by residential dwellings on the north and east) and commercial/industrial establishments to the south and west [Ref. IIIB-1]. The campus fronts on College Avenue, between Stoddard and Coldwell Avenues. The Great Valley Museum, a community-based learning-exhibit facility, which has strong ties to MJC’s Science, Mathematics and Engineering (SME) Division, is located at the southeast corner of the site on its own parcel of land. The West Campus, sited on approximately 167 acres, fronts on Blue Gum Avenue off Carpenter Road [Ref. IIIB-2]. Many of the college structures have been replaced or renovated since the opening of MJC in 1921. Currently, eight of its 36 structures are two-story buildings.

In 2004, voters in the Yosemite Community College District approved a $326 million general obligation bond (Measure E) 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. Modesto Junior College was allocated $220 million, Columbia College $52 million, and the district’s Central Services $53.5 million. Educational sites in Turlock and Patterson are under the supervision and direction of MJC; Columbia College oversees sites in Calaveras County and Oakdale [Ref. IIIB-3].

The Modesto Junior College Measure E construction and renovation projects were selected using a multi-year campus-wide evaluation of existing facilities and future-projected data regarding program and enrollment growth. These projects were initially identified within the Yosemite Community College District Facilities Master Plan, were approved by voters in 2004, and have been given authorization by the Citizens’ Bond Oversight Committee and the YCCD Board of Trustees. These projects will be implemented in three phases between 2005 and 2013 [Ref. IIIB-4].

With the passage of Measure E in 2004, the college commissioned a new Educational Master Plan and updated the MJC Facilities Master Plan. The Educational Master Plan has directed the building program at the college supported by Measure E funds [Ref. IIIB-5]. Sixteen specific projects were identified via the Facilities Master Plan [Ref. IIIB-6]. To date, one major building renovation has been completed, four new projects have been completed, and five other projects are in the construction phase on both the East and West Campuses. Six other projects utilizing Measure E funds are in various stages of planning. The Program Management Plan (PMP) is the road map for the implementation of the Measure E Bond Program and includes projects throughout the Yosemite Community College District [Ref. IIIB-7].

The Five-Year Scheduled Maintenance Report, submitted to the state every year, is a “nuts and bolts” document that helps the college ensure that it monitors and maintains the physical plant [Ref. IIIB-8]. This document helps ensure that all divisions and areas follow a required process. This report also helps determine what an item and/or project will cost, when it should be replaced and/or repaired, and where the funding will come from for the project. The maintenance of facilities and grounds is planned, scheduled, and provided through the district’s Facilities Planning and Operations Office. The grounds of both the East and West Campuses are regularly maintained. Members of the college community use a physical plant software module to request repair needs or identify items that need attention. This module is available online, and all areas of the district use this software to submit work orders.

The Five-Year Construction Plan (2006-2010), annually submitted to the state, is another report that the institution uses to effectively evaluate the needs of programs and services [Ref. IIIB-9]. This document breaks down the capacity and load ratio of every
area of the physical plant and its use. According to the findings of this document, MJC is extremely efficient in its usage. The section “Room Use Detail Report” further indicates the means by which the institution monitors the needs of the college. The institution evaluates the effectiveness of its facilities and equipment in an ongoing process. The Space Inventory Report, updated every year, monitors this area [Ref. IIIB-10]. This report clearly defines what room is being used, what items are in the room, and how effectively the space is used. It also helps the institution define how effectively the buildings are being used. According to this document, MJC meets the state standard for room utilization. The Space Inventory Report indicates that office space, laboratories, and AV/TV categories are areas that need attention.

The Facilities Master Plan (FMP) specifies the future needs and potential areas of growth for the institution [Ref. IIIB-6]. This report offers estimated costs on future projects and a narrative for each “new” project along with its justification. This document is the way the institution considers the needs of programs and services when planning its buildings. One of the primary functions of the FMP is to evaluate facilities and to suggest improvements. In terms of safety, the institution executes routine maintenance according to its Routine Maintenance Plan [Ref. IIIB-11].

The MJC Facilities/Capital Construction Advisory Committee, reporting to the college President and convened by the Vice President of College and Administrative Services, analyzes and prioritizes all capital projects, including remodels and new construction at the college [Ref. IIIB-1]. Any changes to the MJC Facilities Plan are reviewed through this committee. Requests must include an analysis of the change’s effect on the college’s Strategic Plan, be included in the requesting unit’s program review, and be supported by data. Recommendations from the Facilities/Capital Construction Advisory Committee are forwarded to the college President for action [Ref. IIIB-11]. With an expected completion date of 2013, the Measure E building program will provide the necessary physical environment to support teaching and learning at the college.

Physical resources—which include facilities, equipment, land, and other assets—support student learning programs and services and improve institutional effectiveness. All physical resource planning is integrated with institutional planning. The college supports and integrates campus-wide facilities needs into the MJC Strategic Plan, the Facilities Master Plan, and the Educational Master Plan [Ref. IIIB-5-7]. In addition, the college’s facilities needs are integrated with the district’s Facilities Master Plan. In the organizational structure of the district, facilities is a district function. District staff and management work with college personnel to ensure support for all learning programs and services at the college.

The institution has begun a three-year process leasing desktop computers through Dell. In addition, a USDA grant has provided two-way video conferencing equipment to enhance communication among Columbia College, the West Side Center in Patterson, and Modesto Junior College [Ref. IIIB-11]. Equipment is maintained and replaced through a set process that begins at the departmental level and moves through the resource allocation process at the college and/or the FMP [Ref. IIIB-6]. The student productivity model has determined effective use of facilities and equipment.

New growth on the West Campus continues with the construction of several new instructional buildings: the Allied Health Building (set to open in fall 2011), the Ag Pavilion (opening fall 2011) and the Science Community Science Center (2012). Construction is underway on renovation of Founders Hall, funded via the Measure E bond as well as the new Student Services Building slated for an October 2011 opening. The Art Building had a new HVAC system put in during summer 2011.

With the passage of the Measure E bond in 2004, the college is in the position to address years of deficiencies in facilities needs. Using the funds provided by Measure E, MJC has developed a building program that is integrated with all other planning processes at the college as well as the district. The college has put in place a process that ensures that the implementation of Measure E will be conducive to student learning and that all constituent groups have an opportunity to provide input. Open forums

**Standard III.B: Physical Resources**
and planning sessions to seek feedback have been held numerous times during the past three years at the college [Ref. IIIB-19]. There is a monthly update on MJC’s building and renovation projects at the YCCD Board of Trustee meetings [Ref. IIIB-20].

The Measure E funded construction of nine new instructional and student support facilities and the substantial renovation of four existing facilities will significantly increase the amount of space that will need to be staffed and maintained and will also increase the operating costs of the college as a result of higher utility payments. Planning to address these needs has been incorporated into institutional plans via the establishment of a multi-year Total Cost of Ownership plan [Ref. IIIB-21]. Fully funding this plan will require a significant increase in apportionment revenue from the state in conjunction with reallocation of existing funds currently being allocated to lower priority institutional needs.

**III.B.1**

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

**Descriptive Summary**

Safety and accessibility of facilities is a consistent theme across the college. Both campuses are patrolled 24 hours a day, 7 days a week, and fire monitoring is handled on campus in a 24/7 central dispatch station. Campus Safety and Security encompasses security operations for the college community, disaster preparedness and planning, and Health and Safety [Ref. IIIB-22]. Included in the services offered to the campus are parking services, such as battery jumps, door unlocks, locator services, and escort service. Campus Safety has an office presence to assist students on both campuses: John Muir Hall on the West Campus and Student Center on the East Campus. Emergency call boxes are available in all major parking lots. Each parking lot is designated by clear signage that includes the phone number for Campus Safety. The campuses are patrolled by vehicle, bicycle, and on foot. The Annual Security Report is made available to all students and employees through the class schedule, college website, and Campus Safety website [Ref. IIIB-23]. Campus Safety leaders consult with stakeholders for new capital construction projects to improve the safety of college buildings.

The college has an Emergency Response Plan that, when initiated by decision of the Acting President, puts into place measures for the institution to respond appropriately to emergencies. In 2009, the Director of Campus Security prepared and implemented the college’s Comprehensive Emergency Operations Plan (CEOP) [Ref. IIIB-24]. The director is also responsible for ensuring that all students, faculty, and staff are trained and prepared for emergencies. Building evacuation drills are conducted each semester (fall and spring); the college’s emergency phone system is tested each year; and personal safety workshops are held at the beginning of each semester for students and staff [Ref. IIIB-25]. Members of college management have participated in numerous tabletop drills and exercises on disaster preparedness [Ref. IIIB-26]. All administrators have completed the National Incident Management System (NIMS) training as well as several components of the SIMS training. Crisis response boxes (stocked with emergency equipment) have been placed in strategic locations on both campuses. The college participates in the AlertU system; at the time of this writing there were 2,309 students, staff, and faculty enrolled in the program [Ref. IIIB-27]. Emergency phones have been placed in all classrooms. The college is also installing a new broadcast public address system for use in an emergency.

The college has security measures to prevent theft of equipment and instructional materials. Locks and other security devices are used throughout the college. During evening hours, security personnel walk the perimeters of the college and each building, check all locks, and keep a watchful eye. During the day, security personnel use campus vehicles to monitor safety issues, especially when student use is high. Students and staff may obtain the annual security report that contains crime statistics and statements of security policies by contacting Campus Safety to request a copy. This information
is also published in the Schedule of Classes and on MJC’s website [Ref. IIIB-28]. To report emergencies, telephones in classrooms, offices, and call boxes throughout campus (that list their location by just dialing 9-1-1 to reach security) are available. Also on file with the Student Development Office is the emergency locating service so that family members and others are able to contact students on campus and in class if necessary.

YCCD Facilities Operations is an important component in maintaining the safety of the college campuses. Campus facilities are regularly assessed for occupant safety at different levels. Fire alarm systems for all campus facilities have been evaluated to ensure functionality. Facilities staff and contractors conduct regular inspections of fire-life-safety equipment and major mechanical systems. Buildings have been evaluated to determine structural integrity, systems integrity, and safety issues for users of the facilities. The MJC Facilities Master Plan reflects the results of these studies and reports, and plans are in place to address deficiencies [Ref. IIIB-6]. In 2009, an assessment of the Art Building on East Campus was conducted; based upon the results, a $1.5 million remodel of the building was approved by the college President to upgrade the building to remediate health and safety concerns [Ref. IIIB-29].

The Facilities/Operations Department receives work orders from the college via the district’s Datatel system and prioritizes and categorizes them as follows [Ref. IIIB-30]:

1. Safety
2. American with Disabilities Act (ADA)
3. Routine
4. Modernization

Immediate safety concerns are brought directly to the college President for prompt action. Safety issues are always given the highest priority in any discussion and are the driving force in terms of decisions/recommendations that are made.

Modernization work orders are funded by the division/department making the request. All other requests (repairs/maintenance related to instructional equipment, office equipment, maintenance of outdoor fields, etc.) are assessed using the above system and funded through the district.

Each year, the Facilities/Operation Department works with the district’s liability insurance provider to identify potential risk management concerns. The provider conducts an evaluation of all campus buildings and conditions to help identify potential safety hazards [Ref. IIIB-32]. The district is committed to maintaining a safe campus and addresses all recommendations in the report. In addition, the liability insurance provider provides trainings and resources for staff on safety, health, and risk management issues.

The State Chancellor’s Office conducts a facility condition assessment every three years [Ref. IIIB-31]. The results of these assessments are posted to the Facility Utilization Space Inventory Option Net (FUSION) website. The results are used to prioritize critical needs and evaluate scheduled maintenance and capital improvement projects.

A Space Inventory Report is conducted annually by the Facilities Planning department. This information is shared with college administration to reveal where divisions and/or departments may be overbuilt or underbuilt and identify areas of need and improvement [Ref. IIIB-40].

The Facilities Events Office oversees the assignment and scheduling of the appropriate facilities for the type of event or class being scheduled. Most classrooms are assigned to certain instructional departments, giving them priority for scheduling. This information is provided to the Facilities Events Office by the college’s Office of Instruction. Multiple reports are available through the Event Management System to help facilitate scheduling. Facilities staff assists in maintaining the physical inventory of chairs, desks, and equipment in each instructional area. Community groups wishing to use the college’s facilities must produce proof of liability coverage and are charged usage fees to offset costs [Ref. IIIB-33].

The district does not currently own any off-site facilities. All off-site facilities currently in operation are leased [Ref. IIIB-34]. Leased facilities are inspected to ensure that they meet the same
The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

**Descriptive Summary**

The planning documents that guide the building of new facilities and major renovations of existing facilities are the college’s *Educational* and *Facilities Master Plans* [Ref. IIIB-4]. The college uses a consultant to assist in the development of the *Educational Master Plan*, but the sources of information were college faculty, staff, and data. These plans project building needs to 2020, and break implementation into three phases. The college, using Measure E funds, is currently in Phase One.

When the institution begins planning for new buildings based on the Measure E timeline, a planning committee is formed consisting of individuals from the instructional/support service areas to be housed in the building. The committee includes a group of people that consists of administrators, faculty, and classified staff [Ref. IIIB-38]. These groups meet regularly with the architects and the construction managing firm to plan the building to fit their particular needs and to stay within the agreed-upon guidelines for the project. The information that is provided by each individual project group is then passed along to the MJC Facilities/Capital Construction Advisory Committee and to the President’s Cabinet as well as the YCCD Measure E Committee. This is to assure transparency and open communication on projects. The construction management firm hired by the district to oversee the bond program provides monthly updates to the Board of Trustees on each college’s building projects. Any major change to the *MJC Facilities Master Plan* is brought before the board for review and action [Ref. IIIB-4].

The college uses several processes and reports to ensure that program and service needs determine equipment, replacement of equipment, facility, and maintenance needs. For maintenance of facilities on a district-wide level, a *Facilities Assessment Report*...
is submitted to the state [Ref. IIIB-40]. This report evaluates and assesses all facilities and is submitted every three years. A Scheduled Maintenance Report is submitted annually to the state. This report designates the college's needs for scheduled maintenance and requests state funding for the projects. A Space Inventory Plan is also reported annually to the State on the efficient use of facilities. For immediate and routine maintenance needs, the Facilities/Operations Department has a routine work order system that can be accessed by employees to report needed repairs in their areas.

At the college level, area needs are articulated through the program review process in instruction, student services, and administrative units. Through program review, each unit reports annually the needs of its departments or divisions [Ref. IIIB-41]. This information is compiled by the Instructional Administrators', Student Services', and Administrative Planning Councils and forwarded to the Planning and Budget Committee, which makes recommendations to the college President concerning resource allocation. MJC Instructional Technology Committee (ITC) is charged with annually evaluating the current technology throughout the college and providing a document that addresses computer technology replacements, upgrades, and maintenance of equipment. The original planning document, the Technology Plan, was created in October 2007, and the committee continues to meet and update this document as needed [Ref. IIIB-17]. The college also uses the Facilities Master Plan [Ref. IIIB-6], Educational Master Plan [Ref. IIIB-5], and the Strategic Plan [Ref. IIIB-14] to make sure that all areas address their facility and equipment needs for their programs in the resource allocation process.

Currently the college and district use the State Inventory Report and the Five-Year Construction Plan to assess space utilization, both of which help the college to determine how efficiently it is utilizing current facilities in relation to academic programs. The college utilizes an Events Management System (scheduling software program) to book additional events, meetings, and workshops and ensure that the college is utilizing facilities as closely to capacity as possible. These additional bookings are for events that are both academic and non-academic. A non-official report can be run from this system to see how efficiently the college is using its facilities. The most recent space utilization for the college’s facilities (according to the most recent district report) shows that the utilization of AV/TV, lab, office space, library space, and lecture space is adequate [Ref. IIIB-42].

Self Evaluation

The college meets the Standard.

Modesto Junior College and the Yosemite Community College District have developed the necessary policies and processes to ensure that all new and renovated facilities are effectively utilized and to provide quality learning environments for students and staff. The Education and Facilities Master Plans have been followed within reasonable parameters. Alterations have been made only to address a change in student demand or funding. For example, when the library project did not receive state funding, the scope of the project changed from a new building to a renovation of the existing facility [Ref. IIIB-43].

Planning Agenda

None.

III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The YCCD Facilities/Operations Department is responsible for the maintenance of all campus facilities to ensure compliance with college and district plans; to ensure a safe, secure, clean, accessible environment; and to provide adequate maintenance of campus grounds. Having two campuses two and a half miles apart provides unique challenges in meeting these responsibilities.
All facilities are built and remodeled to the standards required by the Office of the Division of the State Architect (DSA) [Ref. IIIB-44]. The DSA follows structural guidelines as set by the Field Act of 1933. Additionally, a state team comes in every three years to inspect facilities and grounds on the campuses. The team inspects for such items as rot, gutters, raised sidewalks, welds around transformers, and leaky roofs. The team also reviews building plans and the categorization of each building as it is listed in the Space Inventory Report.

One of the primary roles of the Office of the Division of the State Architect (DSA) is that of access compliance. DSA reviews fire, life, safety, and access compliance issues (including signage, ramps, path of travel, height of signs, specs for drinking fountains, elevators, etc.) for all new construction, remodels, and special maintenance.

MJC’s Americans with Disabilities Act Committee (A.D.A. Committee) brings access compliance issues to the attention of the Modesto Junior college president or to the Yosemite Community College District’s Facilities Planning & Operations Department [Ref. IIIB-45]. These requests are given a high priority and are the driving force in terms of decisions/recommendations that are made. A majority of the East Campus’ buildings were built before the passage of the Americans with Disabilities Act. With the passage of Measure E in 2004, the college has been able to address barriers to access in new construction projects, modernization projects, and infrastructure improvements [Ref. IIIB-46].

Both the college and the district have placed a high priority on ensuring a safe and healthful learning and working environment. In all instances in which work is performed on or around hazardous materials, the appropriate precautions are taken. As stated earlier in the report, any concerns about personal safety are given the highest priority at the college. For example, any employee can request an ergonomic assessment of his/her workstation [Ref. IIIB-47]. District personnel will work with individuals to ensure that the correct equipment is available to use. Any sign of mold is treated immediately by trained professionals. Designated smoking areas are clearly identified; students are encouraged by Campus Safety Officers to smoke in the appropriate areas [Ref. IIIB-48].

For the majority of off-site facilities rentals/leases, the property owners are responsible for the upkeep and maintenance of the facility. For example, the Patterson educational site is currently housed at Patterson High School and maintained by Patterson High School District. There are some rental agreements where the Yosemite Community College District (YCCD) is responsible for certain portions of the maintenance. For example, the lease for The Center for Continued Learning on Carpenter Road requires YCCD to hire maintenance contracts for HVAC, plumbing, and other services [Ref. IIIB-49].

**Self Evaluation**

The college meets the Standard. The college assures that the physical resources where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthy learning and working environment. The off-campus facilities meet the needs of the college as well. The college administration and the district’s Facilities Director give their highest priority to any safety issues that need immediate attention and action.

According to the spring 2010 MJC Climate Survey, 69.8 percent of those surveyed “strongly agreed” or “agreed” that Modesto Junior College facilities are constructed and maintained according to this standard. However, those surveyed were split down the middle (50.2 percent “strongly agreed” or “agreed,” and 47.7 percent “strongly disagreed” or “disagreed”) regarding the statement that “Interiors of classrooms, offices and restrooms are adequately maintained [Ref. IIIB-36].” The YCCD Facilities/Operations Department prepared and submitted a staff report to the chancellor regarding custodial, groundskeeping, and maintenance staffing. The report utilized formulas provided by the state of California for custodians, maintenance workers, and groundskeepers. Using those formulas, it was determined that the district is fifty percent understaffed in all three of these areas [Ref. IIIB-50]. This situation will be exacerbated as additional bond-funded facilities come online.
Planning Agenda

The district must address the lack of custodians, maintenance workers, and groundkeepers 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.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

YCCD and MJC regularly evaluate the college’s facilities and equipment needs. Facility planning is an ongoing process, as the state-submitted Five-Year Construction Plan is evaluated and updated annually [Ref. IIIB-9]. The Initial Project Reports (IPP) and the Final Project Reports (FPP) are also part of the process that results in additions to the Facilities Five-Year Plan [Ref. IIIB-51]. These reports provide a brief description for the college to determine effective utilization of its space. Included are classrooms, laboratories, office space, etc. Following the college’s five-year plan is an annual Space Inventory Report that characterizes the space utilization report and the cap load report. Administrators utilize these reports to determine scheduling of classes and other activities.

Individual facilities are evaluated annually at the instructional, student services, and administrative unit levels as part of the program review at the college. Operational areas and instructional areas have the opportunity to request additional space and/or renovations to existing space through this process based on need. Facility requests are prioritized in either the Administrative or Student Services Council and forwarded to the Planning and Budget Committee for resource-allocation recommendations to the President. Scheduled maintenance funds, when available, are allocated via similar processes.

Instructional and operational equipment needs are also addressed annually in program review. For instructional programs, equipment needs are prioritized at the division level and forwarded to the Vice President of Instruction to allocate resources. Operational equipment needs are prioritized in the Administrative Council, forwarded to Planning and Budget for review and recommendation. In the college’s Technology Plan, computers are replaced through a lease program [Ref. IIIB-52].

Self Evaluation

The college meets the Standard.

To assure the feasibility and effectiveness of physical resources in supporting instructional programs and services, MJC plans and evaluates its facilities and equipment on a regular basis. The program review process, the annual updates to the Five-Year Construction Plan, Space Inventory Report, and the Computer Replacement Plans ensure that facilities and equipment are evaluated on a regular basis. Equipment needs, both instructional and operational, are identified, prioritized, and funded through the college’s planning and resource-allocation processes.

Planning Agenda

None.

III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Modesto Junior College has a number of long-range capital projects that are based on its educational planning and that support its mission. Long-range capital plans include the Facilities Master Plan, the Five-Year Construction Plan, and the college’s Strategic Plan.
On Fall Institute Day 2008, the entire college community received a copy of the Strategic Plan 2008-13 created by Modesto Junior College. The plan’s major purpose is to integrate the processes of planning, allocating resources, and conducting evaluation. The plan contains the overarching goals and objectives of the college [Ref. IIIB-53].

The Education Master Plan (EMP) [Ref. IIIB-5] and the Facilities Master Plan (FMP) [Ref. IIIB-6] drive the long-range planning goals from the perspective of capital outlay. The long-range plan for facilities and equipment is initiated at the college through the EMP. Unit administrators and their faculty and staff update the goals and needs as they participate in the annual planning, including facilities, equipment, and staff, for their unit program review [Ref. IIIB-5]. The goals and needs of the EMP are closely tied to the goals in the Strategic Plan. Once individual unit program reviews are completed and needs prioritized, they are submitted to the Planning and Budget Committee for review and recommendation.

Along with the EMP, the college has the 2008 Facilities Master Plan [Ref. IIIB-6]. This report specifies the future needs and potential areas of growth for the college. The plan offers projected costs on future projects, and it also offers a narrative explaining why each new facility project is needed. This document, therefore, expresses the college’s consideration of the needs of services and programs when planning its building.

In 2004, YCCD successfully passed Measure E, a $326 million local bond measure intended to modernize and improve academic and parking facilities; MJC’s allocation of the general bond measure was $220 million [Ref. IIIB-55]. To ensure the college had enough funds to complete the building projects, one of the objectives of the bond measure was to qualify the college for matching state funds for projects included in the Five-Year Construction Plan for new and/or remodeled facilities, as well as a proposal to the state Chancellor’s Office for various projects based on enrollment numbers and eligibility for new facilities according to state standards. The YCCD Chancellor’s District Council, which includes both college Presidents, prioritizes these plans. College building projects are submitted for approval to the state on an annual basis [Ref. IIIB-9]. As with most capital outlay projects, facility approval is contingent upon future state bond funding and the buildings’ placement within state priorities for new construction. At the time of the most recent computations, the college’s load/cap ratios were insufficient to qualify for state bond funding.

In addition to the major renovation and Measure E construction projects, there are also smaller, less expensive scheduled maintenance projects submitted to the state for approval. In the state’s annual apportionment, there is a budget line item for scheduled maintenance projects with a cap of $400,000. The college’s Five-Year Scheduled Maintenance Report, which is submitted to the state every year, is a document that helps determine what a project will cost, when it should be repaired and/or replaced, and where the funding will come from [Ref. IIIB-9]. Also, about $11 million dollars of Measure E bond funds have been allocated to scheduled maintenance projects, which range in scope from replacement of the MJC stadium lights and running track surface to more basic infrastructure repairs of hardware, HVAC equipment, and building finishes [Ref. IIIB-18].

The facilities, capital projects, and maintenance section of the Educational Master Plan, approved on February 21, 2007, formulates the basis of the college’s long-range planning efforts as it moves forward with the completion of the Measure E bond [Ref. IIIB-5]. Having been prepared, revised, and ultimately approved through the shared governance process, the plan represents the college’s consensus on the recommended long-range planning focus. Through the refinement and approval of the Facilities Master Plan, the Five-Year Construction Plan, and the ongoing facility construction of the Measure E bond program, the college will be able to effectively address and implement measures that support these strategic planning goals.

Other than the Lifelong Learning Center, Security Office, and Patterson extension site, the college has not recently purchased or leased additional sites or buildings. As a result, total cost of ownership for the college’s physical assets generally includes utility costs (two million dollars annually), maintenance and repair costs, project costs (including testing and inspection, labor, planning, design, and contingency) and Facilities and Operations staffing costs.

342
Project costs are assigned to the Vice President of College and Administrative Services and the Project Manager hired to oversee completion of the Measure E bond program. Annual allocations for utilities and maintenance and repair projects are recommended by the Director of Purchasing & Related Services based on evaluation (analysis) of previous needs and expenditures [Ref. IIIB-56]. Facilities and Operations staffing levels have been determined by the college's consultation process based on resource availability and prioritization. The college's annual program review process has allowed for a clear identification of staffing needs. Long-range capital plans support institution improvement; however, total cost of ownership has not historically been a significant factor in facilities planning and equipment purchases.

**Self-Evaluation**

In the past, capital improvement, long range planning and educational program planning have not always been developed in coordination with each other. However, since MJC's 2005 Accreditation Self Study, two major planning efforts have come together, greatly improving the college's long-range integrated planning. The college has developed a 2008-13 Strategic Plan [Ref. IIIB-14], and program review is now connected to the Educational Master Plan and the rest of the college's planning processes. As a result of this improvement in collaborative planning, the college has a long-range capital improvements plan in place that accurately reflects the needs of the college and is effectively linked with its assessment of student learning. To oversee and manage the scheduling and implementation of the current long-range plan supported by Measure E bond funds, the college has contracted with Kitchell Corporation, a program management firm [Ref. IIIB-57].

Although established, the Total Cost of Ownership process at the college has not resulted in the hiring of the additional staffing required for the amount of square footage the college occupies [Ref. IIIB-58]. Since 2005, resources have not been allocated to resolve this deficiency while additional buildings have been leased or renovated, creating additional space and grounds to maintain. In the absence of a conscientious effort to address this need, prevailing levels of dissatisfaction with building upkeep noted by faculty, staff, and administrators (47.7 percent in the 2010 MJC Climate Survey) are likely to persist [Ref. IIIB-36]. It is, therefore, essential, that multi-year funding plans and projections that address total cost of ownership be developed at both the college and the district level. The implementation of the college's processes linking program review and resource allocation are designed to address these concerns, but these annual processes must be augmented by longer-range financial plans and implementation strategies.

**Planning Agenda**

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.

**III.B.2.b**

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

Physical resource planning at Modesto Junior College utilizes a broad range of organizational tools to assure that decisions are tied to overall institutional planning processes and that those processes are meaningful and ongoing. A general view of the institution’s planning processes is presented in the Introduction to Decision Making at Modesto Junior College Fall, 2008 – Spring, 2010[Ref. IIIB-59]. As new facilities are planned and designed, a collaborative process is used to gather data and information from college stakeholders. The process involves dialogue related to adjacency issues, equipment needs, and other specific requirements to support the student learning programs and services in the proposed
The information regarding building needs and uses is derived from the college’s program review and strategic planning processes.

The strategic planning process starts with program review. Each program review, conducted annually, requires an analysis of physical resource needs: facilities, equipment and technology [Ref. IIIB-37]. Needs requests in these areas are forwarded to the appropriate planning committee: the Instructional Technology Committee (ITC), Administrative Council, Student Services Council, and the Instructional Administrators’ Council. These committees prioritize requests and forward them to the Planning and Budget Committee [Ref. IIIB-61]. One role of the PBC is to review the college budget and recommend funding requests to the college President [Ref. IIIB-60]. The program review cycle has a process for the evaluation of allocated resources; these results are used as a basis for future planning. Each element in the annual planning process is evaluated for institutional effectiveness, including transparency of the process, availability of data, adherence to timelines, and the appropriate flow of the sequence of elements in the planning cycle [Ref. IIIB-37].

The EMP and FMP are developed and revised using program needs as source data. The data are analyzed and used to determine facilities needs. The college strives to use these planning documents as guides; however, at times, due to unforeseen circumstances, the college has had to reassess what was anticipated in the plan. Both the college and the district maintain the flexibility to deviate from the EMP and FMP to ensure that students’ and programs’ needs are met.

Self Evaluation

A significant amount of progress has been made by the college during recent years, the result of which is that this Standard is now met. The college has taken great care in the design of its planning processes for all major capital work to assure that they serve the institution’s mission, that they are being applied effectively, and that they are assessed regularly for effectiveness. The planning and budget process is well documented; it is transparent and represents a tremendous improvement over previous institutional practices.

Satisfaction among faculty and staff has yet to achieve optimal levels, particularly with regard to the maintenance of building interiors (48 percent of respondents to the 2010 MJC Climate Survey appear to be dissatisfied), as well as the level of funding available for supporting programs and services (57 percent of respondents appear dissatisfied) [Ref. IIIB-36]. It is anticipated that through a combination of better integration of program review, better planning and resource allocation, development of multi-year financial plans that take total cost of ownership into account, and a gradual improvement in the fiscal climate facing California community colleges, significant improvement in the college’s performance vis-à-vis this standard can be achieved. Thus, although the college meets the Standard, the institution’s goal is to exceed it.

Planning Agenda

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.
References for Standard III.B: Physical Resources

1. Physical Map of East Campus, Modesto Junior College
2. Physical Map of West Campus, Modesto Junior College
3. YCCD Measure E Website
4. YCCD Facilities Master Plan
5. Modesto Junior College, Educational Master Plan (EMP), 2006-07
7. Program Management Plan
8. Five-Year Scheduled Maintenance Report
10. Space Inventory Report
11. Routine Maintenance Plan
12. Facilities/Capital Construction Advisory Committee Charge and Membership
13. Naming of New Building
14. Modesto Junior College, Strategic Plan, 2008-2013
15. Facilities Planning and Operations Website
16. USDA Grant
17. Modesto Junior College, Technology Plan 2007
18. Measure E Bond Projects, MJC
19. Measure E Planning Open Forums
20. Yosemite Community College District Board of Trustees Meeting Minutes, Measure E Update, September 17, 2010
22. YCCD Campus Safety Website
23. YCCD Annual Safety Report
24. MJC Emergency Response Plan
25. Building Drills
26. Management Table Top Drills
27. Alert U Information
28. Safety Information in Class Schedule
29. Art Building Safety Assessment
30. Copy of Facilities/Operations Work Order
31. Results of Facilities Survey in 2008 (Pg. 46)
32. Risk Management Evaluation of Campus Buildings
33. Copy of Request to Use Facilities by Outside Groups
34. Lease of Off-Site Facilities
35. Facility Use Agreement
36. Modesto Junior College, Climate Survey Analysis, Spring 2010
37. Facilities Department Program Review
38. Library Remodel Project, Minutes
39. Yosemite Community College District Board of Trustees Meeting Minutes, Change to Facilities Master Plan, August 13, 2008
40. District Facilities Assessment Report
41. Program Review Addendum Request for Facilities Example
42. Space Utilization Report
43. Library Change, Facilities Master Plan, 2007
44. State DSA Report
45. MJC ADA Committee Membership
46. Notes in Minutes about ADA Issues – Founders Hall Elevator
47. Ergonomic Request Form
48. Board Policy 5017 and 4007: Smoking
49. Community Education Lease Agreement for Carpenter Road
50. Facilities/Custodial Staffing Plan, 2008-2013
51. IPP: Library
52. Dell Lease Program
53. Institute Day Program 2008
54. District Council Meeting Minutes, Bond Monies
55. Yosemite Community College District Board of Trustees Meeting Minutes, Approval of Educational Master Plan, 12-13-07
56. Annual Allocations for Utilities and Maintenance by Director of Purchasing and Related Services
57. Kitchell
59. Introduction to Decision Making at Modesto Junior College: Fall, 2008 – Spring, 2010
60. Planning and Budget Committee, Hiring Prioritization Flow Chart
61. Planning and Budget Committee, Charge and Membership
62. Timeline for Integrated Planning
Standard III.C: Technology Resources
**Standard III.C Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

**III.C.1**

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**Descriptive Summary**

Technology is fully integrated into the strategic planning and decision-making processes at the college. Modesto Junior College is actively engaged in comprehensive planning and has refined its mission statement to focus more clearly on Student Learning Outcomes and assessment. The College Council has made a concerted effort to ensure that all constituents are aware of the mission statement: where it is located for reference, the role it plays in college decision-making, and the mechanics of its development.

In addition, the institution demonstrates a conscious effort to facilitate and support student learning, measure that learning, assess how well learning is occurring, and implement action plans to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning.

In 2007, the college's Instructional Technology Committee (ITC) developed and published the MJC 2007 Technology Plan [Ref. III.C-1]. The MJC 2007 Technology Plan was integrated with the college's Strategic Plan 2008-13 in 2008 and is now reviewed as part of annual assessment of institutional effectiveness by the Accreditation/Institutional Effectiveness (AIE) Committee [Ref. III.C-2]. The annual assessment addresses the progress and effectiveness of technology and the distance education program through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. III.C-3].

MJC has recently improved its approach to distance education through the creation of the Distance Education Advisory Committee (DEAC) comprised of stakeholders from all essential campus constituencies related to providing distance education opportunities to students [Ref. III.C-4]. DEAC, co-chaired by the faculty Coordinator of Distance Education and the Dean of Library and Information Technology, has recognized the need for more long-range planning regarding distance education. To that end, the group is currently working on creating an official Distance Education Plan 2011-12 for Modesto Junior College. The expectation is that the plan will be finalized by fall 2011.

The college's Planning and Budget Committee is charged with allocating resources to technology through the program review process and strategic planning [Ref. III.C-5]. The faculty Coordinator of Distance Education is a member of this committee to ensure the integration of all distance education and technology planning efforts with the college’s strategic planning. Technology resource requests arrive at the Planning and Budget Committee through the annual program review process.

For 2008-09 academic year, instructional and student services program review entailed two separate documents – the review itself and an addendum [Ref. III.C-6]. Within the review, each program reviewed staffing, enrollment, coursework, trends and documented gaps and needs. Specific needs, including staffing, technology, instructional equipment, and facilities were separately listed within the addendum, cross-referenced against the college’s Strategic Goals, and presented in ranked order from divisions and service areas to the appropriate Vice Presidents and ultimately to the Planning and Budget Committee (PBC), College Council, and the President. The needs of technology, media services and the distance education programs were included in the various
instructional and student services program reviews. Since technology was not the primary focus of the instructional and student services program reviews, a more comprehensive review of technology might be required.

In 2009-10, the college implemented a program review for administrative units [Ref. IIIC-7]. At the recommendation of the AIE Committee, the faculty Coordinator of Distance Education and the Dean of Library and Information Technology submitted an administrative unit review for distance education, and the Director of Information Technology and Media Services submitted a program review for Technology and Media Services [Ref. IIIC-8]. With participation from the appropriate stakeholders, it was first time at the college that there was coordinated and centralized dialogue about the management of these programs. Within the review, the administrative programs reviewed goals, objectives, needs and strategic planning. A Program Review Addendum [Ref. IIIC-9], itemizing specific program needs was submitted to AIE in October 2010 for inclusion in the resource allocation process at the college.

The program review process implemented for the instructional and administrative unit components of the Information Technology and Media Services Program and the Distance Education Program at MJC have helped ensure that resource allocation requests meet the needs of students, work toward the college’s strategic goals, and is supported by evidence.

Modesto Junior College’s technology supports the needs of learning, teaching, college-wide communications, research, and operational systems. Operational management of Yosemite Community College District Information Technology (IT) is centralized, with the Assistant Chancellor of Information Technology serving as the chief technology officer for the district and the two colleges, MJC and Columbia College [Ref. IIIC-10]. IT staff are managed and supervised by the district, and services are provided to the college through an IT manager. The Dean of Library and Information Technology monitors and supervises operations information at the college with the assistance of the Director of Technology and Media Services [Ref. IIIC-11].

The technology needs of the college are continually identified and addressed both district-wide and at the college level. District-wide identification of technology needs is addressed through the district’s Technology Strategic Plan [Ref. IIIC-12] and the Information Technology Department structure which includes a District Technology Coordination Committee and other groups that are dedicated to specific technology components. Each of these groups composed of both district and college personnel meet regularly to evaluate and prioritize requests from each college. These groups are:

- District Technology Coordination Committee [Ref. IIIC-13]
- Datatel Steering Committee [Ref. IIIC-14]
- District Research and Planning Committee [Ref. IIIC-15]

The MJC 2007 Technology Plan, drafted by ITC, guides and directs technology planning at the college through the annual instructional and administrative unit program reviews [Ref. IIIC-1]. Information Technology and Media Services conduct annual surveys of students, staff and faculty as part of its ongoing assessment and improvement of administrative unit outcomes. This plan contains recommendations, procedures and a five-year vision for technological improvement at Modesto Junior College that is integrated with the college’s Strategic Plan. The plan outlines budgeting requirements that facilitate currency in technology and infrastructure. It includes future staffing needs that require consideration to support the college’s growth in technology. In effect, the plan is the strategic guide for current and future technology for Modesto Junior College.

### III.C.1.a.

**Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**
Descriptive Summary

Technology support and planning takes place at a number of levels within the college and district. Decisions regarding infrastructure and selection of vendors are made through a collaborative effort on the part of district and college IT professionals. Working closely with the district’s Information Technology Department, MJC has made significant progress in implementing and maintaining state of the art technology projects and in providing current technology for use in the classroom. At the college, the Instructional Technology Committee (ITC) provides direction and input into the decision-making process regarding facilities, hardware and software needs, and instructional technology services [Ref. IIIC-16]. ITC is a representative group, co-chaired by the Dean of Library and Information Services and the faculty Coordinator of Distance Education, comprised of faculty, management and classified staff. The charge of ITC is as follows:

- To be an advisory committee to the Office of the President on issues related to technology and instruction.
- To use a holistic approach to plan and promote technology integration across the whole of the Modesto Junior College community.
- To be an interface between the instructional community and technology resources at Modesto Junior College.
- To be a forum for the discussion of improving the instructional technology environment at Modesto Junior College.
- To be the instructional technology advocate for Modesto Junior College with regard to district wide information technology issues.

The District IT Department, led by the Assistant Chancellor of Information Technology, supports and maintains college systems [Ref. IIIC-10]. The district’s IT Department looks at all technology issues from a district-wide perspective. The district and MJC share the responsibility for decisions related to technology on the college campus, particularly to maintain functional unity throughout the district. For example, the Yosemite Community College District in collaboration with Modesto Junior College and Columbia College implemented in 2008-09 the curriculum course management system, CurricUNET [Ref. IIIC-17].

Each year, Modesto Junior College evaluates the effectiveness of its technology initiatives through program review [Ref. IIIC-9]; this evaluation is driven by several evaluative measures: (1) college-wide technology satisfaction surveys; (2) helpdesk query resolution trends; and (3) discussions in technology-related committees including the Instructional Technology Committee (ITC), the Datatel Steering Committee and College Council.

Discussions in Academic Senate, technology-based committees, District Council, College Council, Instructional Administrators’ Council and other campus groups inform the program review process from which the resource requests arise [Ref. IIIC-18]. Technology resource requests from instructional, administrative and student services program reviews are ranked by the three planning councils at MJC. Staffing and equipment requests are ranked by the Administrative Council, chaired by the Vice President of College and Administrative Services, and assigned an institutional ranking for inclusion in the annual budget development process by the Planning and Budget Committee [Ref. IIIC-19].

The district and the college provide a wide range of technology and support in order to enable students, faculty and staff to accomplish their missions and goals. Technology support includes network access to the YCCD intranet from on-campus, and off-campus through secure Virtual Private Network (VPN) connections for requesting faculty and staff. Wireless internet access (WiFi) is provided and covers most of East and West Campuses public areas. A system is in place to identify weak coverage areas in order to improve service for students, faculty and staff [Ref. IIIC-20].

Modesto Junior College’s online information resources include all of the usual items that are provided in print form: class schedules, the MJC Catalog, the final exam schedule, semester calendars, and contact information for faculty and staff [Ref. IIIC-21]. Students have online access to online college application, registration, and fee payment systems including help support. Financial Aid and Scholarship application forms are available and processed online [Ref. IIIC-22]. An online process for transcript requests is in the final stage of testing.
An online faculty and staff directory includes a searchable web presence for each employee [Ref. IIIC-23]. In addition, students are provided an online list of fully online classes, including their schedules and dates for student orientations.

A redesign of the MJC website was launched in spring 2009 with a more modern, professionally-created look and feel, overhauled information architecture, and completely rebuilt backend using XML to interface with its content management system. As the old website design had been in existence for about eight years, some initial adjustment to change with the new website was expected. Overall, the new website was well-received by students, staff and community [Ref. IIIC-24].

In 2007, the college has used the CurricUNET online system to build, track and maintain a dynamic library of all course outlines of record [Ref. IIIC-30]. The system is also used by the college curriculum committee to review proposed changes to existing courses and new course proposal. MJC also purchased and is implementing the Program Review module of CurricUNET (PRNet) to use for assessment and program review data management [Ref. IIIC-31].

The college has integrated an early alert system for faculty and students by SARS Software Products [Ref. IIIC-29]. Referrals from faculty about student academic concerns are logged and forwarded to appropriate student service offices for follow up. Datatel contains a Degree Audit module; implementing a Degree Audit program has been a priority of the college since 2008 [Ref. IIIC-2]. The college plans to implement the Degree Audit program in 2012 to further assist and support student achievement.

The college’s technology infrastructure includes over 2,500 networked computer systems each with secure internal data network and internet access, voice, and video services. Internet access and connectivity to Columbia College is provided through a CENIC-provided gigabit primary circuit with a DS3 backup [Ref. IIIC-32]. The college network is a unified platform providing voice, video, and data transport over a consolidated redundant infrastructure. The network is supported by the District IT Department [Ref. IIIC-33].

To ensure reliability of the data network, disaster recovery mechanisms are in place. For example, battery backups are installed in key locations to reduce down time in the event of a power outage. This includes the campus network backbone and most all other related network equipment necessary to maintain MJC’s network are attached to battery backups to minimize disruption of services during short-term power outages. The college has off-site locations for instructional purposes with limited connectivity to high-speed data delivery [Ref. IIIC-34].

All faculty and staff are provided unified voice-mail services. The district is in the process of installing and implementing a new Voice Over the Internet Protocol (VOIP) system; the majority of phone
services have been moved over to the new system with the remaining circuits planned to be moved by 2012 [Ref. IIIC-35].

MJC and the district currently support most personal computers running on campus using the Windows operating system. In addition, a small group of Apple MacIntosh lab computers are also supported by technology services staff. The district also licenses Microsoft Office Suite and Windows Desktop Operating Systems to all on-campus users. The suite includes Word, Outlook, PowerPoint, Access, and Excel, and the latest version of Windows Operating System. The college also recently purchased a large number of portable document format (pdf) creation software licenses that are being installed on all new lease computers and by user-request on older machines. For the past three years, the MJC Instruction Office has paid a site license for the web-based plagiarism checking service, Turnitin [Ref. IIIC-36]. However, virtually all other software that is purchased on campus is done by individual departments or divisions based on identified internal needs. Currently within the college, there are single-user, multiple-user, network, and site licenses. Some monitoring and tracking of campus licensed software occurs.

As the need for technology in the classroom has grown over the years, Modesto Junior College has attempted to keep pace with the development and usage of multimedia on campus evolving to include video conferencing, full-motion video, the internet and satellite connectivity. Information Technology and Media Services provide support to all smart classrooms and lecture halls. Virtually all rooms are equipped with a computer teaching station, internet access, a projection system, sound system and the ability to play different media ranging from videotape to DVD [Ref. IIIC-37]. Currently, not all college classrooms have video/data projectors. Upon request, Media Services will place video/data projectors and laptops needed for multimedia presentations across campus and at off-site locations. This service is available to all faculty, staff and students. MJC currently has an Alternate Media Specialist who converts all forms of media into formats designed to meet the needs of students with a verified disability [Ref. IIIC-38]. The college’s website has been redesigned for ADA compliance using OmniUpdate content management system for editing access. The college’s Front End Web Developer assists with web site design, maintenance and user group training.

The goal of the college's ITC is to develop a strong dialog concerning instruction and technology on the Modesto Junior College campus and how to use both to meet faculty and student needs [Ref. IIIC-16]. The hope is to encourage the use of multimedia technologies and make it possible to address instruction among students with diverse learning styles and increase student success and achievement.

The MJC library website is designed to support both on-campus and remote access to information resources [Ref. IIIC-39]. Electronic access to all of the library’s subscription databases—the online MJC Catalog of the library’s print, electronic, and audio-visual collections and the learning tools on the library’s Web site—are available at all times. To access the databases from off-campus, students, staff, and faculty log in with their college ID number and date of birth. All resources on the library’s website, including databases, are accessible from all on-campus computers without any login.

Knowledgeable instructional support assistants staff the learning labs and assist students with operating MJC equipment and computer software applications as well as with connecting their personal computers to the internet via the district’s wireless network [Ref. IIIC-40]. Students who prefer to use their own computers to access the library's electronic resources can do so by connecting to the secure Wi-Fi connection offered on both campuses.

Altogether, MJC provides learning support services through 57 labs, located on East and West Campus and satellite sites, ranging from writing centers to labs for specific vocational programs such as Allied Health, Business, Electronics, and Agriculture [Ref. IIIC-40]. Student use of computers is tracked with a Positive Attendance system. During the 2009-2010 academic school year, students spent 112,787 hours using the East Campus library labs and 12,779 hours using those in the West Campus library [Ref. IIIC-41]. As is the case across campus, budgetary constraints and inadequate staffing make it a challenge to continue to provide the needed hours of lab operation.
As of 2010, the main impediment to improving technology at the college is not planning but funding. With state budget reductions impacting the college and district funds, MJC continues to provide the best possible use of technology resources at the most reasonable cost while actively seeking alternative funding streams to support the college's technology needs. The Title V grant awarded to MJC in 2009 includes funding targeted to improving the technology infrastructure of the college in addition to training faculty and staff on the use of current technology [Ref. IIIC-42].

Self Evaluation

Technology support at the college is comprehensive and sensitive to the needs of those who provide instruction and assistance to the college's students. The district’s IT Department and the college's Instructional Technology Committee (ITC) provide oversight and direction to ensure that technology services effectively support college operations. Resource needs for the college’s instructional, operational and student support services areas are analyzed, prioritized and funded through the annual program review process [Ref. IIIC-19]. In the 2010 Climate Survey, 80.2% of MJC employees strongly agree or agree that there is enough technology support in order for them to perform their work [Ref. IIIC-43]. Additionally, 80.5% of respondents strongly agree or agree that computer access is sufficient for MJC to support faculty, students and instructional programs. Although the current fiscal crisis presents challenges in providing up-to-date technology for faculty, staff and students, the technology needs for the college are being met efficiently to enhance programs and services.

The college meets the Standard.

Planning Agenda

None.

III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Through staff development and flex activities, the college and district IT regularly provide technology training opportunities for faculty and staff. The scope of staff development is district- and college-wide, with the focus on student learning and success through the improved use of technology.

Modesto Junior College does not provide technology training for students except through credit course work. All students are provided an email account; online support and help desk services are available for the initial start-up of the account [Ref. IIIC-27]. To ensure that students are ready for an online learning environment, a self-assessment for online readiness is available on the college’s Online Services website in addition to all student services available online [Ref. IIIC-44].

Students may obtain support to aid them in successful completion of the course objectives. The Distance Education Office provides the Online Help Desk services primarily to those students enrolled in online or hybrid courses and who are using the Learning Management System (LMS), Blackboard that has been licensed for use at MJC [Ref. IIIC-45]. In addition, the Online Help Desk is available to help those students whose instructors may be using the LMS to “enhance” their face-to-face course offerings. The Online Help Desk staff provide answers to a variety of technical questions such as 1) how to login to Blackboard; 2) resetting passwords; 3) how to use various Blackboard tools; 4) troubleshooting any operating system and/or browser-related problems students may encounter; and 5) general computer-related questions for students using the Blackboard system. The Online Help Desk is staffed for 53.5 hours/week for the first two weeks of each semester and 40 hours/week for the remainder of the semester [Ref. IIIC-46].

The Coordinator of Distance Education provides several opportunities throughout the year for faculty to participate in a “Faculty Online Learning Academy” [Ref. IIIC-47]. These sessions provide instructors interested in learning to teach online with pedagogical knowledge and course-design skills necessary for teaching an online or a hybrid class. Additionally, participants learn how to use the Blackboard LMS along with the needed “procedural
knowledge” related to accessing online student services and other support resources. Over the past eight years, over 100 faculty have completed these “hybrid” trainings consisting of seventeen hours of face-to-face instruction with additional required “online activities.” The Instructional Resource Center (IRC), located in the East Campus Library, is dedicated to assisting faculty in the creation and maintenance of their online courses; the Coordinator of Distance Education and Distance Education staff are housed in this center [Ref. IIIC-48].

Faculty support is provided by the faculty Coordinator of Distance Education. This 100 percent re-assigned time position provides support to faculty and staff needing training in the Blackboard LMS and other technology-related issues. The coordinator also serves as the Blackboard System Administrator at MJC. System related support issues flow through the System Administrator to the Blackboard corporate level when additional support is necessary. Web-related support has been developed in the form of FAQs, user tutorials, user manuals, an online learning guide, and related published information [Ref. IIIC-49]. These resources are housed on the MJC website and are available to all visitors, faculty, staff and students. The college has begun transition to Blackboard Learn 9 with a target completion date of fall 2011. Turnitin, GradeMark and the Respondus Lockdown Browser software have been integrated into the Blackboard system. An additional (60 percent) re-assigned time position has been created in order to assist the Coordinator of Distance Education. This position began in January 2011.

Resources are in place to assist faculty and staff experiencing technical difficulties. District IT operates the Help Desk, a technical call center that provides centralized support and directory assistance to the college community [Ref. IIIC-50]. This call center provides services for faculty, staff and students: hands-on user trainings, technology overviews, password resets, desktop applications, telephone and troubleshooting issues with office systems, electronic Financial Aid Forms, online admissions application to name a few.

Technology Institutes are provided by both college and district IT staff in order to address technology training needs [Ref. IIIC-51]. Continuing training for faculty and staff is also available at the IRC. Regularly scheduled training includes the following topics: email, Datatel, PiratesNet, OmniUpdate, Turnitin, Office Applications, PDF995, Blackboard and online pedagogy, Respondus, and Assistive Technology Issues [Ref. IIIC-48].

The institution most recently assessed the effectiveness of its technology support and training as part of the 2010 Campus Climate Survey of faculty, classified staff, and management. The survey results indicated that 77.7 percent of faculty, classified staff, and management strongly agreed/agreed that the college provides appropriate technology training for staff and faculty [Ref. IIIC-43].

The Office of Instruction and the Academic Senate have initiated a new Faculty Teaching and Learning Seminar series in 2010 in response to faculty’s identified needs in technology training and professional development in teaching online [Ref. IIIC-52]. These needs have been identified through each instructional area’s program review. Through the assessment process of course- and program-level student learning outcomes, faculty have requested professional development and training. Additionally, in the college’s spring 2010 Campus Climate Survey, 64.4 percent of faculty noted the need for more institutional support and training in distance education [Ref. IIIC-43]. The teaching and learning seminar series presents an opportunity for faculty dialogue and discussion in achieving student success at MJC.

Modesto Junior College received a five-year $2.5 million Title 5 grant in 2009 that focuses on, as one of its objectives, creating effective strategies and training for technology integration in the classroom [Ref. IIIC-42]. The grant has provided stipends and professional development for faculty who want to incorporate technology into their teaching. The Professional Development Committee, a subcommittee of the Academic Senate, has developed a mini-grant process for faculty requests for technology training [Ref. IIIC-53].
Self Evaluation

The college meets the Standard. Modesto Junior College's technology training programs for faculty and staff provide ongoing professional development and enhancement of programs and services. Training is available on a regular basis, as part of system and skills upgrade, and as part of the college's staff and faculty development. Workshops are held throughout the year and during college institute week activities before the start of each semester. The college has dedicated specific facilities to technology training: the Instructional Resource Center on East Campus and the Staff Resource Center on West Campus. The IRC maintains training computers with current software versions in a classroom environment.

Planning Agenda

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.

III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Technology planning is an integral part of the planning process at Modesto Junior College and YCCD. The district planning process is directed by the IT Department’s Information Technology Strategic Plan 2008 [Ref. IIIC-12]. The MJC Technology Plan [Ref. IIIC-1] was integrated with the college’s Strategic Plan [Ref. IIIC-2] in 2008 and is now reviewed as part of annual assessment of institutional effectiveness by the AIE Committee. The annual assessment addresses the progress and effectiveness of the distance education program and technology services through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. IIIC-3].

The Technology Plan is reviewed annually and updated by ITC [Ref. IIIC-16]. District and college standards for technology acquisition, maintenance, replacement and upgrades for infrastructure and equipment are detailed in the Technology Plans; these standards provide guidance for implementation and ensure consistency.

Modesto Junior College and Columbia College receive centralized support for enrollment management services through the district’s implementation of the Datatel suite of educational management programs, whose operation is overseen by the District Datatel Steering Committee.

Licensing and hosting costs associated with the deployment of the District Blackboard Learning Management System (LMS) is paid by YCCD IT Department at a cost of $107,000 annually [Ref. IIIC-45]. The district is currently in the third year of a five year license agreement between the Yosemite Community College District and Blackboard. The district IT Department also supports the Blackboard system with programming and operational support. The college has started the transition to Blackboard Learn 9.

The district passed a $326 million bond measure in 2004 (Measure E) that contains bond language supporting both the short-term and long-term technology infrastructure needs for the district and MJC [Ref. IIIC-54]. The Yosemite Community College District Board Resolution 04-05/001 lists several Measure E projects that support Distance Education at Modesto Junior College: “Establish a learning resources center to include up-to-date research materials, internet access, computer labs, student study rooms, and expanded Distance Learning programs and to provide greater access to technology, upgrading electrical wiring for computers at Modesto Junior College.” The college is finalizing plans for the East Campus library remodel that establishes a learning resource center using these general bond funds [Ref. IIIC-55].
As newly constructed Measure E buildings come online, there will be additional demands placed on college Information Technology and Media Services personnel [Ref. IIIC-56]. Additional demands on staff time are also occurring as a result of swing space related moves necessitated as a result of building remodeling projects. These identified needs are partially addressed by the inclusion of three new technician positions (two technology, one media) in the college's five-year Total Cost of Ownership Plan developed in 2010 by the Planning and Budget Committee [Ref. IIIC-57].

Modesto Junior College has committed significant amount of resources to the Technology Plan to ensure computers are adequate to meet the mission of the college and the Distance Education Program. Modesto Junior College has actual expenditures to Dell Corporation for leased computers as follows; $343,173 for 2010-11, $415,982 for 2009-2010 and $487,744 for the 2008-09 fiscal years [Ref. IIIC-58]. Over 60% of the computers on campus are covered by the Dell lease plan and are replaced every four years. While the Dell lease plan has significantly improved the functionality of many lab, staff and faculty computers, a decision has recently been made to phase out of the leasing arrangement over the next three years and address desktop computing needs through direct purchase.

To ensure continuing operations in an emergency, disaster recovery mechanisms are in place. For example, battery backups are installed in key locations to reduce downtime in the event of a power outage [Ref. IIIC-34]. The campus network backbone and all related network equipment necessary to maintain the network are attached to battery backups that will provide several hours of uninterrupted run time. Barring a protracted event, this system should be sufficient to outlast most planned or unplanned power interruptions.

The college faces a fiscally and technologically challenging period for the next five years and beyond. Discussions have already begun to address these challenges; the Title 5 grant awarded in 2009 has allowed the college to evaluate and assess emerging educational technologies for implementation at MJC.

Self Evaluation

The district and the college have planning processes to systematically acquire, maintain, and upgrade or replace technology infrastructure and equipment to meet institutional needs.

Planning processes associated with maintaining the adequacy of desktop support at the college are part of the continual dialogue, discussion and collaboration across the college and the district. The college is currently in the process of implementing a less expensive alternative to the current Dell lease plan in order to maximize limited desktop replacement dollars. Various vendor options continue to be explored.

Technology Services has identified a three-pronged approach for matching user-needs to desktop hardware specifications, categorizing users from high- to low-end. This concepts needs to be more fully developed in order to minimize future costs in replacing desktops.

Approximately 400 to 500 machines do not have the computing power necessary to run either Windows Vista or Windows 7. Since Microsoft will begin to withdraw support for Windows XP in 2014, college staff has started to replace these aging Desktops. As an initial step in addressing this dilemma, the college purchased 200 new desktop computers in late fall 2010 [Ref. IIIC-59].

Technology Services has developed a “Deployment Plan” in order to move from Windows XP OS to the Windows 7 OS [Ref. IIIC-60]. As many as one thousand of the currently used desktops must have memory upgrades in order to allow for the upcoming needed OS upgrade. The college has purchased the memory and is in the process of completing this initiative.

Staff from Technology Services has collaborated with district IT in the development of a Virtual Desktop Infrastructure (VDI) plan. VDI holds the potential for an improved user experience and greater efficiencies in managing hardware and software resources across the campus. However, deploying and managing this solution across the campus will require significant additional financial
resources. Therefore, a VDI pilot has been developed in order to test its feasibility at MJC; implementation of this pilot program is pending a fund source. Full campus-wide deployment of VDI cannot occur until the district has built-out the new Data Center in 2013 [Ref. IIIC-61].

The budget situation has impacted the technology areas at the college. As mentioned earlier, Information Technology and Media Services provide support for over 2,500 desktop computers and numerous classrooms across the two campuses. With new buildings coming online through the college’s Measure E bond program, the demand on staff will only increase. The Planning and Budget Committee has started to address this issue by including Technology and Media Services staff in its five-year Total Cost of Ownership Plan [Ref. IIIC-57]. Due to budget cuts, two positions (Technology Services Manager and Media Services Manager) have been combined into one new position Director of Information Technology and Media Services [Ref. IIIC-62]. After two years of an interim director, the college has permanently filled the position in spring 2011 to provide leadership for the two groups [Ref. IIIC-63].

There are a variety of stakeholders involved in the process of requesting and using technology across the campus. This has led to various communication challenges over the years. While communication between college Technology Staff and district Technology Staff has improved, there is a need for more dialogue about long-range planning. Periodic district-wide technology meetings are needed to ensure that all stakeholders are ‘at the table’ when decisions are made about the implementation of various campus technologies.

Staff, faculty and students currently must maintain several separate login credentials for the various software systems used across the campus and district. These include the faculty and staff email system; the student email system; PiratesNet; and Blackboard. The college, in collaboration with the district, needs to implement a single sign-on or ‘campus portal’ solution in order to streamline and simplify access to campus resources.

The college meets the Standard.

**Planning Agenda**

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.

**III.C.1.d.**

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**Descriptive Summary**

Technology spans all areas of the college: classrooms, offices, labs, conference rooms, departments and student services. The college’s Technology Plan, integrated with the Strategic Plan, sets campus-wide goals for IT applications and acquisition [Ref. IIIC-1, IIIC-2]. The district’s IT Strategic Plan similarly sets district-wide goals [Ref. IIIC-12]. The distribution and use of technology resources is driven by program and services needs, and plans for program improvement. Technology resource allocation is tied to instructional, student services and administrative unit program review and institutionally prioritized needs [Ref. IIIC-19].

The college supports and maintains over 57 computer labs and lab classrooms throughout the campus. Most of these labs are exclusively for student use, while other labs are primarily used by employees, such as the Instructional Resource Center (IRC) [Ref. IIIC-48]. Workstations in labs effectively support the college’s diverse programs and services. Combined, the total number of computers on campus is over 2,500.
The distribution and use of technology resources at the college in instructional areas is determined through the annual program review and planning process (described in detail in I.B.2, I.B.3). These processes are overseen by the Accreditation/Institutional Effectiveness and Planning and Budget Committees. The ITC oversees the implementation technology resources at the college, is in alignment with all planning principles, and ensures the integration with district staff and services [Ref. IIC-16].

In administrative computing, district IT provides leadership in identifying and prioritizing infrastructure needs and developing capacity plans for growth. The Assistant Vice Chancellor of Information Technology is responsible for all district planning and utilization of technology resources.

**Self Evaluation**

The development, the maintenance, and the enhancement of the college’s programs and services are accomplished through the effective distribution and utilization of technology resources. The allocation of technology resources is driven by the program review process, guided by objectives and goals detailed in district and college Technology Plans.

The college meets the standard.

**Planning Agenda**

**III.C.2.**

Technology Planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Descriptive Summary**

Planning for acquisition and support of technology has been guided by the college’s 2007 Technology Plan [Ref. IIC-1], which has been integrated into the college’s Strategic Plan 2008-2013 [Ref. IIC-2]. The Technology Plan is part of the MJC’s Education Master Plan (EMP) [Ref. IIC-64] and the Facilities Master Plan (FMP) [Ref. IIC-65].

The Instructional Technology Committee (ITC) [Ref. IIC-16] monitors technology infrastructure, growth, and distribution and makes recommendations to the Budget & Planning Committee and to the district IT Department to ensure that the college maintains basic hardware and software infrastructure for computer and network-based communications and software tools for teaching, learning and administration.

ITC also establishes and revises policies and procedures for coordinating the hardware and software replacement cycle and prioritizing the acquisition and distribution of hardware and software, weighted heavily in favor of putting the latest equipment in student labs. Through the program review process, ITC provides to the Planning & Budget Committee recommendations on multi-year equipment and software replacement schedules to aid in resource allocation.

Faculty address their technology needs through the curriculum process, their department and their industry advisory meetings (where appropriate) and document these technology needs in the department’s program review. Each area dean reviews these requests, works with the division to prioritize technology requests and includes requests in the annual resource allocation process at the college. Classified and management staffing requests as well as equipment needs are reviewed and institutionally prioritized at the Administrative Council and then forwarded to the Planning and Budget Committee [Ref. IIC-19].

The above annual program review process allows units across campus to systematically assess the effective use of technology resources in their areas. These assessments, based on data collection and analysis, budgets, staffing, department needs, Student Learning Outcomes, Administrative Unit Outcomes, and college goals provide the opportunity for the college to evaluate the effectiveness of technology resources in individual areas. These evaluations allow for instructional, student services and administrative unit areas to make requests, through the program review, for
equipment, staff, software etc. more effectively to meet the technological needs of their respective unit areas [Ref. IIIC-9].

Institutional assessment of IT effectiveness occurs annually by the AIE Committee. The annual assessment addresses the progress and effectiveness of the distance education program and technology services through Goal 8 of the college’s Strategic Plan: MJC will expand and enhance the learning environment and delivery options for students. The College Research and Planning Office prepares an executive summary of the college’s activities which is disseminated through the shared governance processes for review and discussion by the college community [Ref. IIIC-3].

There has also been other integrated planning that has occurred involving technology services and distance education. Most notably, Modesto Junior College received a five-year $2.5 million Title V grant in 2009 that focuses on, as one of its objectives, creating effective strategies and training for technology integration in the classroom [Ref. IIIC-42]. The grant has provided stipends and professional development for faculty who want to incorporate technology into their teaching.

In summer 2010, the college President convened a five member Technology Task Force (composed of faculty, the Director of Information Technology and Media Services, YCCD Information Technology (IT) Manager and the college’s grant developer) to assess MJC’s existing level of instructional and administrative technology as well as to improve understanding of opportunities that may be available for enhancing campus technology. The Technology Task Force’s charge includes researching the following issues [Ref. IIIC-66]:

- Alternative administrative structures for instructional and non-instructional technology
- Alternative modes of distance education delivery
- Alternatives for addressing classroom technology needs
- Alternatives to traditional PC-based supplemental instruction and computer labs

The task force developed a technology survey that was administered to faculty, staff and students in fall 2010 [Ref. IIIC-67]. The results from these surveys in addition to distance education student achievement data and information from site visits will be used in forming recommendations for delivering technology services and instructional support at Modesto Junior College. This college-wide assessment and analysis will be used by the Distance Education Advisory Committee in the development of the Distance Education Plan 2011 for MJC.

**Self Evaluation**

Planning for technology is fully integrated into institutional planning through its Educational Master Plan, the Strategic Plan, the Technology Plan, and annual instructional and administrative unit program review plans. Using a number of evaluative measures to assure quality and continuous assessment and improvement, technological resources are allocated where they will most significantly benefit students and have an impact on student success.

The college meets the Standard.

**Planning Agenda**

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 ongoing funding of technology and technology support in its long-range financial plans.
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22. MJC Financial Aid Website
23. MJC Searchable Website for Faculty and Staff
24. Information About New Web Design, 2009
25. Yosemite Community College District Board of Trustees Meeting Minutes: Front End Web Developer, January 14, 2009
26. YCCD Staff Log-in Site
27. MJC Student Email Information
28. Class Roster with Student Emails
29. Early Alert Information
30. MJC Curriculum Committee Website
31. PRNet Information (Pg. iv and 96)
32. T-1, T-2 Information
33. Telecommunications Info
34. Disaster Recovery Plan
35. VOIP Info
36. Turnitin Invoice
37. SMART Classroom Equipment
38. Alternate Media Information
39. MJC Library Website
40. Learning Labs Website
41. Positive Attendance in Library, 2009-2010
42. Title 5 Grant
43. Modesto Junior College Climate Survey Analysis, Spring 2010
44. Assessment for Distance Education for Students
45. Blackboard Info
46. Online Help Desk
47. Faculty Online Learning Academy Info
48. Instructional Resource Center (See Pg. 30)
49. Distant Education Website
50. District Help Desk
51. District IT Training Website
52. VPI Letter to Faculty, Teaching and Learning Seminar Series, Fall 2010
53. Mini-Grant Application
54. Measure E Bond Website
55. East Campus Library Remodel
56. MJC Measure E Bond Projects Website
57. Planning and Budget Committee: Total Cost of Ownership 2011-2015
58. Dell Lease Budget History
59. Purchasing of New Computers, 2010
60. Technology Services’ Deployment Plan
61. VDI Info
62. Job Description: Technology and Media Services Director
63. Yosemite Community College Board of Trustees Meeting Minutes: Information Technology and Media Services Director, April 13, 2011
64. Modesto Junior College, Educational Master Plan (EMP), 2006-07
65. Modesto Junior College, Facilities Master Plan (FMP), 2007
66. Email from President: Technology Task Force, 2010
67. Technology Task Force Technology Survey, 2010
Standard III.D: Financial Resources
III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning are integrated with institutional planning.

III.D.1

The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The Yosemite Community College District Mission/Strategic Plan 2007-2015 [Ref. IID-1] and Modesto Junior College Mission/Strategic Plan 2008-2013 [Ref. IID-2] are central to both the long- and short-term financial planning at both the district and college level.

Yosemite Community College District

At the district level, the mission and goals that were created with input from constituents throughout the district drive financial planning. The 2010-11 Final Budget [Ref. IID-3], adopted by the Board of Trustees on September 8, 2010, reflects the mission and goals of the district Strategic Plans and supports the Modesto Junior College mission. The 2010-11 district Final Budget maintains a 5 percent general fund balance reserve and allocates resources based on the district Resource Allocation Model [Ref. IID-4] that was reviewed by the Budget Allocation Taskforce in 2007 [Ref. IID-5, 6]. The 2010-11 district Final Budget also reflects the cost savings achieved in the 2009-10 fiscal year by the district in order to maintain educational services to students in spite of drastic cuts from the state of California to California Community Colleges. In 2009-10, the district projected a $12 million dollar deficit for the 2010-11 fiscal year [Ref. IID-7].

The district’s mission integrates the resource allocation process and ensures that it is equitable, transparent, and clearly communicated throughout the district with two key committees, the District Administrative Council [Ref. IID-8] and District Council [Ref. IID-9], that meet throughout the year to discuss budget and other district topics.

The district annually completes a Five-Year Construction Plan [Ref. IID-10], which identifies needed facilities and improvements. In 2004, the district was successful in passing Measure E, [Ref. IID-11] a $326 million general obligation bond to improve technology resources, renovate older buildings, and add new buildings throughout the district. A Program Management Plan for all Measure E projects was approved in February 2010 [Ref. IID-12].

Modesto Junior College

The Modesto Junior College Educational Master Plan [Ref. IID-13] was completed to assist the college in planning for change and growth in its programs and services for the coming ten years. This plan uses methods and measures that provide a basis for the development of a related Facilities Master Plan. The relationship of the two plans stems from the philosophy that the educational programs and services needed by current and future students should drive the type and size of facilities provided. Modesto Junior College prepared a Facilities Master Plan in 2007 [Ref. IID-14] and updated the plan in June 2009 with a master plan for both the East and West Campuses [Ref. IID-15].
In 2008, Modesto Junior College formed a Strategic Planning Task Force to perform the following tasks:
• Review and update the mission, vision, and core values of the college;
• Analyze both external and internal data;
• Identify both short and long term planning goals;
• Share the vision and goals with the campus community and College Council; and
• Develop strategies and measures and determine the needed resources/needs.

The Modesto Junior College Strategic Planning Task Force, with input from the campus community, developed the college mission and 10 strategic goals that are the emphasis of planning and allocation of resources.

Modesto Junior College’s mission statement was reviewed and discussed by the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee, and other college staff at a special meeting held on August 16, 2010 [Ref. IID-16]. The group agreed to reaffirm the Mission, Vision, and Core Values and share the decision with Modesto Junior College Council and constituents. Following review and approval by the College Council, the reaffirmation of the college mission statement was presented to the Board of Trustees at the October 13, 2010 meeting for approval [Ref. IID-17].

The mission and strategic goals are central to the planning and allocation of resources, which begins with the program review process developed by the Accreditation/Institutional Effectiveness Committee [Ref. IID-18]. The program review process was designed to result in documents that are data and assessment driven.

The needs identified from program review are then prioritized by three councils: the Instructional Administrators’ Council (which adds faculty and classified staff for the purpose of resource prioritization), the Student Services’ Council (augmented by faculty and classified staff) and the newly created Administrative Council (that includes management, faculty, and classified staff). The charge of the councils is to prioritize staffing and equipment needs (based on agreed-upon criteria linked to the college Strategic Plan Goals and incorporating outcomes assessment) and forward the lists to the Modesto Junior College Planning and Budget Committee. The Planning and Budget Committee holds open campus meetings to give the constituents of the campus an opportunity to provide input regarding the prioritized staffing and equipment needs prior to taking action on final priority lists that are then submitted to the college President for consideration. This process is described in greater detail in the documents linked below:
• Modesto Junior College Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
• Modesto Junior College Ranking Process

The Modesto Junior College Instructional Technology Committee prepared a Technology Plan in 2007 [Ref. IID-19]. The plan focuses on three major elements that are crucial for the success of any technology master plan: organization, processes, and technology. The plan examines the current status of technology on the Modesto Junior College campus and contains administrative procedural recommendations that should be implemented and supported if the college intends to maintain the high standard of education it currently provides. The plan outlines the kind of budgeting requirements that facilitate processes that ensure currency in technology and infrastructure. It includes future staffing needs that require consideration to support the college’s growth in technology. This plan is a “living document” that serves as the strategic guide for current and future technology for Modesto Junior College.

Self-Evaluation

The college meets the Standard. The district’s allocation of resources is equitable and ensures the long-term financial stability of the district by maintaining a 5 percent reserve and forecasting budgets based on assumptions from the state of California budget process. The district effectively communicates the budget assumptions with the colleges and the two key district committees: District Council and District Administrative Council.

The district formed a Budget Allocation Taskforce in 2007, and the Taskforce produced an Executive
Summary of the allocation process [Ref. IID-5] and made it available online to the entire district. The process is transparent and provides information about the allocation process to all constituencies.

The Mission, Strategic Plan, data, and student learning outcomes drive the college program review process. The college Office of Research and Planning produces an Institutional Effectiveness Report [Ref. IID-20] each year detailing the State and Service Area Profiles, State and County Economic Conditions, Stanislaus County High School Student Profile, Modesto Junior College Student Access, Modesto Junior College Student Success, Accountability Reporting for the Community Colleges (ARCC), Outcomes Assessment and program review, and College Climate Survey. The college’s allocation of resources is directly linked to the program review process, and the three councils of the college prioritize the needs.

The college’s Planning and Budget Committee ensures transparency in the budget process and makes recommendations to the college President regarding prioritized staffing and equipment needs brought forward from the Instructional Administrators’ Council, Student Services’ Council, and the Administrative Council. The Planning and Budget Committee's allocation of resources process is continually reviewed and improved as needed.

In the spring 2010 Campus Climate Survey [Ref. IID-21], 55.6 percent of respondents “agreed” or “strongly agreed” that the college’s overall planning process effectively incorporated input from the appropriate people or groups in the college and district, 68.6 percent “agreed” or “strongly agreed” that the college community has opportunities to participate in the development of institutional planning and budgeting, and 56.3 percent “agreed” or “strongly agreed” that MJC ties financial planning to its mission and goals. The level of satisfaction indicated by these responses, while perhaps representing residual ill will from faculty and staff perceptions of previous practices, remains unacceptably low. The revisions to the resource prioritization process implemented in 2010-11 were developed, in part, in response to this research finding. The college plans to replicate the Campus Climate Survey in 2012 to determine whether these changes result in improved perceptions of the process on the part of faculty members, staff, and administrators.

Among the most significant challenges for the college will be to plan for the additional needs in staffing and operational resources for the new Measure E construction projects. This is especially challenging since the economy has contracted and state support for community colleges has been reduced. An adequate response to these circumstances requires that the college move beyond annual budgetary and resource allocation models to embrace multi-year financial planning that meaningfully addresses total cost of ownership principles.

Planning Agenda

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.

III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The Modesto Junior College Planning and Budget Committee is kept informed of state budget news, projections, and annual budget allocations [Ref. IID-22]. The Planning and Budget Committee is charged with making recommendations to the President regarding prioritized staffing and equipment needs. The President provides feedback to the Planning and Budget Committee either affirming the recommendations or providing an explanation for resources that were allocated alternatively.

Program review needs are compiled and prioritized by the three councils: Instructional Administrators’ Council, Student Services’ Council, and Administrative Council. The prioritized lists are forwarded to the Planning and Budget Committee, and a campus-wide meeting is held for input from
the campus community on the prioritized lists. The Planning and Budget Committee then reviews the information compiled by the councils and input from the campus community before making a recommendation to the President [Ref. IIID-23]. (See links below for additional information)

- Modesto Junior College Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
- Modesto Junior College Ranking Process

The college budget is developed using information provided by the Vice President of College and Administrative Services. Salary and benefit information is provided to the management team for review of accuracy of accounts and staff information. Since 97 percent of the 2010-11 college budget is comprised of salaries and benefits, the remaining 3 percent is developed from a zero-based budgeting process [Ref. IIID-24] that builds the supply, travel, and maintenance budgets. When additional resources are available, the prioritized lists are used to fill positions and equipment needs.

Budgets and expenditures information is available to all staff of the college from the district’s Fiscal Services intranet website [Ref. IIID-25] and all management has access to run budget reports from Datatel. The MJC Vice President of College and Administrative Services provides monthly reports to President’s Cabinet of expenditures and part-time/overload reports during the year.

The addition of new buildings on campus is continually discussed to ensure the success of student outcomes and that space is strategically used [Ref. IIID-26].

Self-Evaluation

The college meets the Standard. Financial information is available to all staff of the college. Budget and expenditure information is discussed and reviewed in both the Planning and Budget Committee and at President’s Cabinet meetings.

Although the college minimally meets this Standard, at the behest of the college President, considerable dialogue has ensued among membership of the College Council, Academic Senate, and classified employee constituent groups concerning the need for financial resource planning and allocation to go beyond merely looking at projected increments above base funding for each year (which amounted to zero percent for 2009-10 and are projected to increase by a maximum of 2.2 percent for 2010/11) to consider the manner in which the base budget itself is allocated in making resource allocation decisions from year-to-year.

From this perspective, a “realistic assessment of resource availability” must consider possible sources besides “new money,” including the possibility of reallocating portions of base budgets from lower to higher priority institutional needs. The implications of this change in thinking are enormous and were only in the preliminary discussion stage at the time of this writing. Nonetheless, it can be argued that the college’s best chance for effectively addressing the challenges that lie ahead—including the need to meet high priority staffing, equipment, and technology needs; the need to respond to community demands for innovative instructional programs; and the need to address the total cost of ownership associated with bringing $220 million in bond-funded projects online—is a different way of thinking beyond the incremental approach that has characterized budget decision-making at MJC as well as many, if not most, California community colleges in recent years.

Planning Agenda

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.

III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.
Descriptive Summary

Retiree Liability Irrevocable Trust

The Governmental Accounting Standards Board issued two standards, standards 43 and 45, which outline the requirement that governmental agencies must calculate and report liabilities associated with other post-employment benefits (OPEB). In the case of the Yosemite Community College District, the OPEB are the health benefits promised to employees upon retirement.

YCCD has actuarial studies reporting on the retiree health benefit liability dating back to the mid-nineties. In 1998, the district made its first contribution toward funding the retiree health benefit liability based on an actuarial study completed in 1998. The contribution made in the first year was $1,070,000. In addition to funding the unfunded liability per the actuarial study, the district began making normal cost contributions to the fund. These contributions were made on behalf of active employees to fund the future cost of their health benefits.

The district continues to have actuarial studies [Ref. IIID-27] conducted every two years. The reports update the retiree health benefit liability and detail the progress the district is making to comply with GASB 43 and 45.

At the March 12, 2008 YCCD Board of Trustees meeting, the board approved a motion to accept staff’s recommendation to enter into an agreement with PARS to establish an irrevocable trust fund for its OPEB liability. A Retirement Trust Committee was formed. The membership is comprised of YCCD’s Executive Vice Chancellor, Controller, and Internal Auditor. The committee reviewed the investment strategies proposed by US Bank, with the primary goal of achieving a reasonable level of income and growth of capital and income, with a portfolio asset mix of broadly diversified holdings of stocks and bonds.

Since 1998, the district had accumulated $14,943,947 in an account for the purpose of funding the retiree health benefit liability. As of the January 2, 2008 actuarial study, the actuarial present value of total projected health benefits was $36,444,575. The district transferred $14,943,947 to an irrevocable trust for this purpose. The district continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability.

Much progress has been made by the district to recognize, address, and fund the liability that exists for retiree health benefits. It is anticipated that the liability will be fully funded in 2028.

Faculty Banking

Full-time, permanent faculty members of the Yosemite Community College District are provided the opportunity to participate in a leave-banking program funded by the district. A faculty member may make a request in writing to bank time for a particular term. The maximum credit that may be earned in any term is six hours. Faculty may bank a total of nine hours per year. No more than an amount equivalent to a faculty member’s semester load may be accumulated. When that point is reached, banking is no longer an option for that faculty member until that credit has been used.

The college Office of Instruction tracks the banked leave requests and authorization processes. The colleges submit to Fiscal Services detailed schedules compiled by academic term that show approved banked leave per term. The schedules summarize banked hours and the value of the banked hours.

Fiscal Services prepares an accounting entry to transfer the faculty member’s current cost of the banked hours from the responsible college unit to the restricted Faculty Banking Account in the restricted General Fund of the district. A cash transfer is made to the restricted account, and interest is credited to the faculty banking account on a quarterly basis.

Upon approval of the faculty member’s use of his or her banked leave, the faculty replacement cost is charged to the faculty banking account. The district sets aside at least a five percent reserve in the account. As of June 30, 2009, the account had a 9.8 percent reserve. The district has not and does not intend to borrow against the faculty banking account.
All banked hours remaining on the books at the time a faculty member separates from the district are cashed out at the historical hourly rate banked. Banked hours may not be cashed out for any other reason per the Yosemite Faculty Association Contract Agreement.

The district has taken prudent steps to maintain sufficient funding for faculty banked leave.

**Construction Projects**

The Yosemite Community College District was successful at the election conducted on November 2, 2004 in obtaining authorization from the district’s voters to issue up to $326,174,000 aggregate principal amount of the district’s general obligation bonds (Measure E) [Ref. IIID-28]. The election was conducted under Proposition 39, the Strict Accountability for Local School Construction Bonds Act of 2000. Proposition 39 obligated the district to establish a Citizens’ Bond Oversight Committee. A 15-member Committee was established to oversee the use of Measure E funds [Ref. IIID-29].

In addition to establishing the Prop 39 Committee, the district hired a program management firm and construction management firm to work with staff to oversee the construction projects with budgets exceeding $326,000,000. The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes assessed to the district’s property owners based on assessed valuations.

District staff in Facilities Operations and in Fiscal Services works closely with the Program Management Team monitoring construction budgets and expenditures. In the current economic environment, bids are routinely under budget, providing savings to be returned to the respective colleges to reallocate to other construction projects. Annual independent financial audits and performance audits [Ref. IIID-30] are performed on the Measure E expenditures. Included in the financial audit is an analysis and disclosure of the long-term liability activity for each fiscal year under audit. Outstanding balances are audited, and a report is submitted to the district’s Board of Trustees and the Citizens Bond Oversight Committee.

The district’s long-term liability for the general obligation bonds authorized under proposition 39 is accounted for.

**General Fund Reserve**

The district holds a five percent reserve in the General Fund [Ref. IIID-31] as directed by the YCCD Board of Trustees and which is the minimum level required by the State Chancellor’s Office. The reserve is in place for unforeseen fiscal threats and is available on a one-time basis.

One way in which the district ensures sound fiscal management is by annually setting aside the five percent reserve as the district’s budget is prepared.

**Vacation Accrual**

The district’s vacation policy in place for the leadership team provides that employees earn 21 days of vacation per academic year and that vacation is to be taken at the convenience of the district. After 15, 20, and 25 years of service with the district, management employees earn one additional vacation day per academic year. The classified staff agreement with the district provides for similar vacation accruals.

Except for as approved by the chancellor or designee, an employee may carry over no more than the number of days earned in the current fiscal year. While the policy is clear, the district has been working on criteria to address excess vacation that has accrued over time to limit the potential liability to the district when an employee separates from the district with excess vacation time on the books.

The proposed process to reduce accrued vacation is to not allow vacation to continue to accrue if an employee has reached the accrual limit per the district’s policy or negotiated agreement with the bargaining unit. This will limit the liability to an acceptable and identifiable amount. Employees will have a three-year “spend down” period to reduce excess vacation accrual to the allowable carryover amount. Subsequent to the three-year spend down period, excess vacation remaining on the books will be paid out and no additional accrual will be allowed until the employee uses enough vacation to begin accruing once again.
Self-Evaluation

The college meets the Standard. The district has made significant progress in funding its Other Post Employment Benefits (OPEB). Greater than half of the liability is in an irrevocable trust with contributions budgeted annually in the General Fund. The unfunded liability is scheduled to be fully funded in 19 years.

The district’s 2010-11 General Fund Budget includes a $6,000,000 reserve, which is five percent of the total General Fund expenditures, including restricted budgets. Progress has been made to increase the General Fund Reserve from five percent on unrestricted budgets only to the entire General Fund budget.

Accrued vacation owed to employees continues to be a significant sum. As of June 30, 2010, the amount accrued for vacation was $3,548,188. The district is finalizing a procedure to reduce accrued vacation over the next three years to bring the liability down substantially.

Planning Agenda

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.

III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Yosemite Community College District Board Policy 3100- Fiscal Responsibility and Board Policy 3200- Budget Planning, define the roles in fiscal responsibility and budget development for the district.

Board Policy 3100 states, “The overall management of the fiscal affairs of the district shall be a responsibility of the Chancellor. The general management of the budgeting and accounting program of the district shall be the responsibility of the Executive Vice Chancellor. The State Budget and Accounting Manual (BAM) is the regulatory authority” [Ref. IIIID-32].

Board Policy 3200 states, “The approved comprehensive annual plans for programs, staff, facilities and finance, all correlated and interdependent, shall be the basis for performance of college and district functions and services, and shall be reflected in the annual budget.”

• A budget calendar will serve as a guide for the Board and the administration so that the budget may be developed in an orderly manner. The college Presidents will provide an opportunity for consultation with classified and certificated employees in budget development.

• The District Executive Vice Chancellor reviews the Governor’s proposed budget for Community Colleges in January and prepares a district-wide budget based on the district allocation model. The allocation for the budget year is reviewed and discussed at President’s Cabinet and the Modesto Junior College Planning and Budget Committee. Members of the committee share the information with constituents.
The college then reviews salary and benefits projections and program review prioritization lists to begin the zero based budget process. The budget developed from this process is presented to the Planning and Budget Committee and is discussed before a recommendation is made to the college President. The Budget is then shared with College Council.

The Executive Vice Chancellor then combines the budgets developed by Central Services and the two colleges and presents a “Tentative Budget” for the district to the Board of Trustees in June.

After the State Legislature and the Governor agree and pass the State Budget the Executive Vice Chancellor shares the information with the college regarding any changes needed based on the State adopted budget. The Executive Vice Chancellor then presents a “Final Budget” for approval to the Board of Trustees (normally in September).

The final adopted budget is public information and is available on-line on the Executive Vice Chancellor’s website [Ref. IIID-33].

Self-Evaluation

The college meets the Standard. The district and the college follow all guidelines and policies of the board for financial planning and budget development while allowing all constituents to participate in the process. The budget process is transparent and both the tentative and final budgets are available to college staff.

Planning Agenda

None.

III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The Yosemite Community College District formed a Budget Allocation Taskforce in 2007 to review the allocation of resources model. The taskforce developed an Executive Summary that details the allocation process and made it available to everyone on the district’s Fiscal Services web site [Ref. IIID-5].

The district’s budget meets the statewide standard of allocating at least 50 percent of budgeted resources to direct instructional services.

The district’s financial statements are audited each year in accordance with U.S. Generally Accepted Auditing Standards and OMB Circular A-133. The district received an unqualified report for the year ended June 30, 2009. Responses to audit findings are prepared by the appropriate district and/or campus administrator and are included in the Auditor’s report. The district’s June 30, 2009 audit had no findings. The district did respond to two findings noted on the June 30, 2008 audit.

Self-Evaluation

The college meets the Standard.
Planning Agenda

None.

III.D.2.b

Appropriate financial information is provided throughout the institution.

Descriptive Summary

The Yosemite Community College District 2010-11 adopted budget is available on-line to both the campus community and the public at large on Yosemite Community College District Fiscal Services home page [Ref. IIID-3].

The district’s Budget Timeline [Ref. IIID-38] calls for a Preliminary Budget, which includes Yosemite Community College District Central Services and both Modesto Junior College and Columbia College, to be presented to the Board of Trustees in the month of June each year and a Final Budget is adopted in the month of September. The budget process is transparent, including college allocations and budget assumptions. The information is presented at both the President’s Cabinet and Planning and Budget Committee meetings as the college budget is developed.

Financial information is available to the entire district on the district’s Fiscal Services webpage via an intranet connection. Managers and support staff also have access to financial information on the district’s administrative software, Datatel.

Self-Evaluation

The college meets the Standard. Financial information is readily available to all staff at the college.

Planning Agenda

None.

III.D.2.c

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The Yosemite Community College District tracks cash flow on a weekly basis in all funds. The district holds a five percent General Fund Balance reserve for $4.6 million on a $92 million General Fund Unrestricted Expenditure Budget for 2009-10.

On an historical basis, monthly deposits and expenditures are tracked on a rolling six-year basis. Monthly deposits and expenditures are recorded, summarized, and reconciled to the district’s cash funds held with the Stanislaus County Treasury and in district bank accounts. This tracking and analysis allows the district to project cash balances and analyze projected cash needs.

Cash reconciliations with the County of Stanislaus and the various Bank of America accounts are made monthly. Discrepancies, if any, are researched and resolved.

Most of the district’s cash is on deposit with the County of Stanislaus. District staff have developed a positive relationship with staff at the County of Stanislaus. Staff from both organizations meet on an annual basis to discuss cash flow issues. The district provides the County of Stanislaus information about pending large deposits or disbursements to assist them with their cash flow analysis and controls.

Including General Obligation Bond cash, the district has on deposit with the County of Stanislaus about $270,000,000 as of June 30, 2010.

The district is well positioned to issue short-term debt for cash flow purposes should it become necessary. However, with the strong cash position of the district, it is not likely that short-term debt will be issued for cash flow.
The district is a member of a Joint Powers Agency, the Valley Insurance Program JPA. The VIPJPA was created in 1986 by community college districts in the Central Valley of California to provide a pooled approach to insurance pursuant to the California Government Code. The VIPJPA currently consists of three members throughout California and maintains pooled coverage programs for its member districts for worker’s compensation, general liability, auto liability, property, employment practices liability, and auto physical damage insurance.

The VIPJPA was granted Accreditation with Excellence by the CAJPA Accreditation Committee, effective December 12, 2009, for a period of three years. The VIPJPA is well capitalized with over $9 million in net assets as of June 30, 2010. The liability program is funded at the 70 percent confidence level. The employment practices liability program is funded at the 80 percent confidence level. The workers’ compensation program is funded at the 80 percent confidence level. The VIPJPA purchases excess coverage from carriers to cover catastrophic events.

In order to help members control their risks and protect their assets, VIPJPA provides resources—such as safety and loss control, structured return-to-work, nurse triage, and litigation management services—to help maintain the safety and productivity of employees and students.

The VIPJPA has an independent financial audit made each fiscal year. The VIPJPA received an unqualified audit opinion on September 30, 2009.

**Self-Evaluation**

The college meets the Standard.

**Planning Agenda**

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.

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### III.D.2.d

**The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary**

The following processes accomplish oversight of Yosemite Community College District finances:

- The Executive Vice Chancellor holds regular monthly Fiscal Services staff meetings that include both college Vice Presidents of College and Administrative Services to discuss financial and budget issues.

- The Central Services Fiscal Services Office requires all expenditure transfers and restricted budget summaries and revisions to be approved by College Administrative Services Offices and then be forwarded to the district for review and input.

- Board Policy 3400 – Audits states: “There will be an annual audit of all district funds by an independent certified public accountant appointed by the Board of Trustees. The Chancellor or Executive Vice Chancellor may call for a special audit whenever the best interests of the district will be served. The Executive Vice Chancellor may independently spot audit any district and/or college account, including student organization accounts and the revolving cash funds. A written report shall be made to the Chancellor.”

- The district Grants Office oversees grant project manager reports, financial, and compliance reports.

- The Executive Director (MJC Foundation), Great Valley Museum Director, the Vice President of College and Administrative Service, and a Foundation Finance Committee, oversees foundation funds. The district’s Business Services Office performs the accounting role of...
the foundations. Independent audit reports are done annually for each foundation.

- The Executive Vice Chancellor reviews and signs all contracts.

- The Business Services Office performs auxiliary fund accounting, and each fund has management review and responsibility.

- The Financial Aid Director, who works with both the district Fiscal Services and Business Services Office in the issuance of Pell Grants and scholarships, oversees Financial Aid.

- A Citizens’ Bond Oversight Committee is in place for the district’s Measure E Bond and ensures the bond proceeds are spent appropriately.

- Either the County Treasurer’s Office or investment brokers for the scholarship and foundation funds manage investments. Investment policies are in place for both foundations.

- The College Administrative Office is the central location for the processing of budget, expenditure transfer, payroll pay claims, travel processing, requisition approval prior to being forwarded to district, maintenance requests to Facility Operations, duplicating, and facility usage.

Self-Evaluation

The college meets the Standard. The institution practices effective oversight of finances.

Planning Agenda

None.

III.D.2.e

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Currently, the district performs the fiscal oversight function and is responsible for the daily operations of the college’s auxiliary services, which include Food Service, Bookstore, and the Business Office. This oversight includes the design, development, implementation, assessment, and communication of processes involved in these activities. The processes are reviewed and authorized on multiple levels to ensure appropriate use of resources entrusted to the district and the college [Ref. IIID-35, 36].

The Foundation Office works directly with faculty and staff to determine funding needs based on department goals, administers many of the college’s scholarship funds, and organizes the college’s capital campaign, which raises funds to support students and college programs. The Foundation Office also raises funds in capital campaigns to support campus programs [Ref. IIID-34].

Grant applications are evaluated at both the college and district levels to ensure consistency with the mission and goals of the college. These processes are used with integrity due to the budget summaries and award letters with approval. All categorical and grant expenditures require the program administrator to attest to the fact that the expenditure complies with the goals and objectives of the program and the college. Processes exist to verify that proposed expenditures meet these criteria. In addition, the district’s external auditors select transactions to be reviewed for compliance with program and college objectives as well as legal and other constraints applicable to the use of funds.

The Vice President of College Administrative Services at the college, along with an Accounting Specialist, oversees budget and fiscal transactions. The roles for these personnel are to ensure the effective and efficient use of district resources—including categorical funds, fund-raising, and grants—and to make certain that proper controls and processes are in place. In addition, the Vice President of College Administrative Services meets monthly with the Executive Vice Chancellor, and the administrators of Human Resources, Business Services, and Facilities Management.
Self-Evaluation

The college meets the Standard. The auditing component established by the district allows for continuous evaluation and provides an avenue for changes to be made if required. Efforts are made on a regular basis to provide a checks-and-balances system to ensure that funds are both raised and allocated appropriately. The processes that are in place at both the district and the college to review grant applications, fund-raising efforts, and auxiliary activities help ensure both the integrity of the process and its connection to the college’s mission and goals.

Planning Agenda

None.

III.D.2.f

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The Governing Board of the Yosemite Community College District authorizes selected employees to act as its agents to sign official documents, execute agreements, and enter into contracts. The appropriate college staff and the College President review all contractual agreements initiated at the college. Upon college approval, contracts are reviewed at the district level for proper insurance and hold-harmless agreements, as well as for risk exposure and unnecessary liability.

Most contracts are executed in the Office of the Executive Vice Chancellor. The district’s Risk Management Specialist initially makes a review process, and once contracts are thoroughly reviewed, they are forwarded to the Executive Vice Chancellor for final review and approval. Legal counsel also reviews contracts on an as-needed basis.

Self-Evaluation

The college meets the Standard. The college and the district have strong procedures and processes in place when entering into legal contractual arrangements that protect the district from unnecessary exposure to risk. The addition of a Risk Management Specialist in the office of the Executive Vice Chancellor provides the process with added safeguards against liability exposures.

Planning Agenda

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.

III.D.2.g

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

There are a number of processes in place to evaluate financial management systems. The district undergoes an annual external audit that is currently conducted by Matson & Isom, CPAs, to ascertain the validity and reliability of accounting information and to provide an assessment of the district’s internal controls. The district’s Internal Auditor performs tests and examinations of procedures to determine compliance with district policy, procedure, and Title 5.

At the college level, the president, Vice President of College and Administrative Services, and the Accounting Specialist are responsible for
implementation of the financial processes and internal controls. At the college level, the Planning and Budget Committee continuously reviews its processes for allocation of funds. The committee has implemented a process to evaluate the distribution of funds at zero-based budget requests from each unit and program review objectives. In preparation for the resource-allocation process, the Planning and Budget Committee requests documentation from categorical programs that explain such items as sources of funds, purposes of funds, and restrictions on use of funds. This information is used to evaluate requests for general funds from programs with access to categorical funds to ensure that all college dollars are used to maximum benefit. The institution’s mission, vision, values, and goals guide decisions on disbursements [Ref. IIID-37].

Self-Evaluation

The college meets the Standard. Both the district and the college have processes in place for evaluating their financial management systems and for using the evaluation results to improve systems. The external audit process has produced no qualified audits. The internal auditors assess the processes and internal controls, and the college implements improvements on a continuous basis.

Planning Agenda

None.

III.D.3

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Both the district and the college have a number of mechanisms in place that systematically assess the use of financial resources and adjust processes and decisions in light of the results. The primary purpose of a budget allocation model is to support the mission of both the district and the college that embraces the intent of the Strategic Plan and the language of AB 1725.

A Budget Allocation Model is fiscally prudent in providing some services centrally through the operation of the Yosemite Community College District. This budget model encourages flexibility and autonomy in decision-making, incorporating the philosophy of participatory governance in budget development and management. The formulas are readily defined, easily produced and maintained, and provide accurate measurements and comparisons.

Allocation model accountability factors, which are used statewide, include program review conducted in accordance with established campus procedures (including both instructional and non-instructional activities), productivity factors, growth allocation accountability, and stabilization/restoration mechanisms. Mid-year adjustments are made to funds allocated to the district and colleges based on revenues that are realized from the state.

Appropriations, which are formula-driven, undergo review and authorization prior to any adjustments. All long-term financial and contractual commitments must be reviewed and authorized at the district level. The district’s Authorized Signers list specifically identifies those given the authority to sign various documents, e.g., payroll authorizations, purchase orders, and contracts. Fiscal Services review all budget transfers prior to posting.

The college has a number of processes for systemically tracking use of resources and using the results from evaluations to improve processes. The monitoring of financial resources also takes place through the college’s resource allocation process. As part of that process, departments and units create resource requests for financials, information technology, and facilities to support department and unit objectives as appropriate. These plans are given to the Planning and Budget Committee for review and funding recommendations.

Similar to the district’s procedures, the college analyzes productivity figures to ensure that enrollment goals are met and makes adjustments each semester. Each department is granted
flexibility in determining how to achieve its goal of providing for balance across courses and disciplines. Adjustments in FTE and productivity goals are set every semester based on prior term results.

At the college level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates whether fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and college levels.

**Self-Evaluation**

The college meets the Standard. The district and the college have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. The Planning and Budget Committee makes recommendations for changes to the process and evaluates fiscal needs utilizing input from departments and annual program review updates. The Vice President of College Administrative Services and the college administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

**Planning Agenda**

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.
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37. Modesto Junior College, Mission Statement
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