Responses to Recommendations from the 2005 Self Study
Responses to Recommendations from the 2005 Self Study

In January 2006, the Accrediting Commission for Community and Junior Colleges (ACCJC) took action to reaffirm the College’s accreditation with the requirement that the College complete a Progress Report. The Progress Report, which focused on Recommendations 4, 6 and 7, was then followed by a visit from Commission representatives in October, 2007.

Following the Progress Report visit in October 2007, the Commission accepted the Progress Report and also took action to place MJC on probation. The College was required to submit a Special Report, focusing on Recommendations 4 and 7, in addition to a Midterm Report by October 2008; a team from ACCJC visited the College in October 2008.

In January 2009, the Accrediting Commission for Community and Junior Colleges (ACCJC) reviewed Modesto Junior College’s 2008 Midterm and Special Reports. The Commission took action to accept both reports and removed the College from probation having found that all recommendations had been fully addressed.

Following are the 2005 Visiting Team recommendations for the College. Recommendations 4 and 7, recommendations that were addressed in the 2008 Special Report, are addressed first. Recommendations 1, 2, 3, 5, and 6, each addressed in the 2008 Midterm Report, follow. College responses are those from the 2008 Special and Midterm Reports as well as updated progress on each recommendation.
Response to Team Recommendations and Commission Action Letter: Special Report Recommendations

Recommendation 4: The team recommends that the college develop a planning initiative to address issues of staffing, support services, and programs on the East and West Campuses. (IB.2; IB.3; IB.4; IB.6; IIB; IIB.3a; IIIA.2; IIIC.1a,b,c) Note: This recommendation was also given to the college by the previous accreditation team (prior Standard 4A.4).

The college meets the recommendation.

Since the last Accreditation self-study in 2005 the college has developed and implemented a strategic planning process for connecting long-term program and services planning to financial resource development, as well as to facilities, human resources, and technology planning, consistent with the College Mission. In addition, the college has developed and implemented a short-term cyclical process that includes clear institutional goals, a reporting mechanism of achievement of those goals, and measures of institutional effectiveness that document those achievements and demonstrate continuous improvement. (Strategic Plan 2008-2013, Introduction to Decision Making at MJC Fall 2008-Spring 2010, 2009 Institutional Effectiveness Report, Accreditation News Issue 1 2010, Educational Master Plan.)

The Planning and Budget Committee engages in dialogue about proposed faculty hiring prioritization, reviews division/unit program review results and prioritization of division/unit requests for faculty positions, classified positions, technology, equipment, facilities, and supplies, to guide the college’s budget and resource allocation decisions. This standing committee also makes recommendations to the college President regarding the college’s processes for institutional planning and budget development including the development and implementation of a process by which unit program reviews and strategic goals are linked to resource allocations, as well as recommendations pertaining to the revision of the college’s Educational Master Plan and other long-range planning documents.

There are two parts to MJC’s decision making and planning process. The first, puts in place and details a structured decision making plan and a planning process that involves outcomes assessment, program review, and resource allocation. The second evaluates the efficacy of that planning process and includes a survey administered by the Office of College Research and Planning to determine if changes should be made to the planning process. All faculty and staff have the opportunity and are strongly encouraged to participate in both parts. Each spring, a status report is prepared and disseminated to the college community. The status report provides evidence of the college’s work and each instructional/student services/administrative unit towards achieving its strategic goals. The Annual Status Report is part of the college’s Operational Road Map to filling the gaps that were identified as a college in the preceding summer. Each summer, students, classified staff, faculty and administrators attend an Institutional Effectiveness Review Workshop the college’s Annual Status Report is discussed to determine if the college reached its previous year’s goals. Goal status is compared with the ACCJC Rubrics - Awareness, Development, Proficiency, Sustainability.

Each year, Instruction and Student Services departments/programs and administrative units undergo a program review that analyzes the strengths and weaknesses of each unit. Data provided by the research department in its Institutional Effectiveness Report, its Annual Status Report, and climate surveys assist departments and programs to assess the effectiveness of their areas.

The progress each instructional and student services program makes toward achieving the goals articulated in their planning documents is evaluated annually in the program review process. This critical analysis of unit strengths and weaknesses is expressed in standardized data elements that can indicate trends over time. Instructional programs are reviewed annually, and student service programs are reviewed every four years. Administrative unit program reviews were inaugurated in the 2009-10 academic year and are updated annually to
reflect changes in staffing, equipment and other resource needs. Program review involves each unit’s reporting on the efforts they have made toward achieving MJC’s strategic goals; their plans for expansion, contraction, or elimination; and their responses to new trends, community demands, and instructional innovations. Student Learning and Administrative Unit Outcomes assessment is an integral component of the program review process.

The program review process culminates in the allocation of fiscal and other resources by MJC’s Planning and Budget Committee. These allocations are based on each unit’s program review, the college’s prioritized strategic goals, recommendations from shared governance bodies, and both quantitative and qualitative data collected from sources both internal to and external from the college. As discussed previously, requests for staffing and equipment identified in Program Reviews are prioritized by the Planning and Budget Committee based on recommendations from the Instructional Administrators’, Student Services’ and Administrative Planning Councils. Following an open hearing, the PBC finalizes the prioritized lists and forwards them to the college President, who reviews the lists, makes decisions based on resource availability and provides written feedback to PBC, including a rationale for any decisions that deviate from PBC recommended priorities.

Progress toward achieving outcomes is measured as part of the program review and college planning process and is incorporated into the decision-making criteria for resource allocation. Data from programmatic areas are employed to develop plans to improve student learning and student services, and these program data feed into broader, more overarching plans, such as division program review and the MJC Strategic and Educational Master Plans. The data and proposed strategies for improving student learning and student services are submitted to the College Council, AIE Committee, and the Budget and Planning Committee. The Board of Trustees ultimately approves the long-range strategic plans of the college.

The college provides appropriate, comprehensive, and reliable services to students at the East and West Campuses. Some services are located at one campus and there are services that are offered at both sites. Free transportation is available to all students from the East to West Campus simplifying access to services. Completion of the new East Campus Student Services Building will centralize many student support services in one location. The college has insufficient resources to fully duplicate services on both campuses. Those services that are primarily located on one campus will open duplicate operations at critical enrollment periods on both campuses to improve student access. These peak period procedures will help the college deliver support services to students in the most efficient and effective manner, without negatively affecting resource utilization.

For the students who are not able to come onto campus for various reasons, MJC student services are also available to students online. For example, forms can be downloaded, relevant information can be located, and online advising can be utilized by accessing the MJC website and going to the direct student services link. All students were provided school e-mail addresses beginning in Fall 2009 further enabling communication between the campus and the student. An online orientation is offered to veterans and an online orientation for the general student population is in the final stages of editing. The college also offers support services in the evening one day a week during the fall and spring semesters. During the first week of every semester all college offices remain open until 7:00 p.m.

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. The Planning and Budget Committee reviews all hiring prioritizations and makes final recommendations to the President for approval. Prior to this step, however, staffing requests are reviewed by the Student Services Council, the Instructional Administrators’ Council, and the newly created Administrative Services Council. For the purpose of hiring prioritization, an additional three faculty and two classified staff members will be added to the membership of each council in order to facilitate constituent group representation in the process. The three councils develop criteria, prioritize staffing requests in their
respective areas and forward the approved priority lists for review, possible revision and approval by the Planning and Budget Committee. As part of the institution's long-range planning, the Planning and Budget Committee developed a *Total Cost of Ownership* (TCO) in 2010 to address staffing needs associated with the implementation of the Measure E building program at Modesto Junior College. For example, the college prioritized the hiring of agricultural support staff for new Agriculture instructional facilities in 2010; when the new Science Community Center is completed in 2013, the college will hire an astronomy instructor to oversee the observatory.

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 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. 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 sufficiently to enhance programs and services.

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. The college has dedicated specific facilities to technology training: the Instructional Resource Center on East Campus and the Staff Resource Center on West Campus.

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*. The *MJC Technology Plan* was integrated with the college's *Strategic Plan* 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.

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. The Yosemite Community College District Board Resolution 04-05/001 lists several Measure E projects that support distance education and technology 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 an Integrated Learning Resource Center using these general bond funds.
Response to Team Recommendations and Commission Action Letter: Special Report Recommendations

Recommendation 7: The team recommends that the college develop and implement a strategic planning process for connecting long-term program and services planning to financial resource development, as well as to facilities, human resources, and technology planning, consistent with the mission of the college. In addition, the team recommends that to accomplish its plans, the college develop and implement a short-term cyclical process that includes (a) clear institutional goals that are achieved through tactical actions that are based on institutional data and research, allocation of resources, timelines, and primary office of responsibility, (b) a method to report accomplishments on each tactical action, and (c) measures of institutional effectiveness that document achievement of the college mission and demonstrate continuous improvement. (IA.4, IB, IIA.1, IIA.2, IIA.3, IIB, IIB.1, IIB.3, IIB.3a, IIC, IIC.1, IIC.1c, IIC.6, IIC.1a, IIC.1d, IIC.2, IVA.1, IVA.5)

The college meets the recommendation.

Taking to heart the recommendations made in prior accreditation recommendations, Modesto Junior College (MJC) has devoted itself since 2006 to designing and implementing planning and decision-making processes centered on student learning. Designed to facilitate intelligent responses to meaningful information, these processes are characterized by a comprehensive planning program, a systematic collection of evidence of institutional performance, a resource prioritization and allocation system that supports student learning, and a mechanism for review of the processes themselves.

The college mission, values, and vision are at the core of the integrated planning and decision-making and review processes at Modesto Junior College.

The many planning documents and decision-making processes of the college clearly indicate this connection. It is through these processes that the college continues to demonstrate what it values to students and the community. Through these planning efforts and the evaluations of the plans by the Accreditation/Institutional Effectiveness (AIE) Committee, MJC can document its planning results and how it uses these results in its assessment of institutional effectiveness.

Modesto Junior College’s efforts to improve student learning begin with its comprehensive planning program. The products of this program are a series of documents that provide the framework for planning college-wide. Moving from the general to the specific, key documents include the College Mission, Vision, and Core Values Statement, the Educational Master Plan, and the Strategic Plan 2008-2013.

Subsequently, it is in response to the goals and objectives established in these planning documents that MJC continually collects, analyzes, and disseminates evidence regarding program performance and reports on the achievement of Student Learning Outcomes. Based on both quantitative and qualitative data elements, and accessible college-wide through an electronic warehouse, longitudinal evidence of institutional progress is available for planning and resource allocation. Information regarding MJC’s progress toward meeting its goals is published and disseminated in a number of reports for both internal and external audiences (these reports include, but are not limited to: Modesto Junior College Institutional Effectiveness Report; Just the Facts; Strategic Plan’s Annual Status Report; Program Review Report; Campus Climate Report; Community College Survey of Student Engagement; Planning and Budget Committee Minutes; and AIE Minutes; and the Comprehensive Assessment Report).

The reports generated as a result of the program review process—including the assessment of Student Learning Outcomes (SLO)—are the primary documents used in the allocation of resources for the improvement of instructional programs and student and administrative services. The program review process is designed to ensure that the decisions for this allocation are driven by the
analysis of programmatic strengths and weaknesses in addressing student learning. Progress towards achieving the goals identified in the Strategic Plan and the assessment of Student Learning Outcomes is addressed in each unit’s Program Review in standardized data elements to facilitate the indication of trends over time.

MJC’s Planning and Budget Committee (PBC) is responsible for the development and implementation of resource allocation. College resources—including those designated for the college by Yosemite Community College District (YCCD), the external funding the college receives, and all of the financial and in-kind resources within the existing budget—are allocated based on MJC’s prioritized strategic goals and the analysis of collected evidence presented in unit program reviews. Staffing and equipment needs identified in program review documents are ranked in priority order by the college Instructional Administrators’, Student Services’ and Administrative Councils and the ranked priorities are approved by PBC following an open hearing, with approved priorities forwarded to the college President for consideration.

Finally, the planning process is evaluated for its efficiency and efficacy in supporting student learning. This includes the assessment of the transparency of the process, the availability of data, the adherence to timelines, and the maintenance of the appropriate sequencing in the process. This process includes multiple surveys conducted annually to evaluate the effectiveness of the planning process (most notably the Campus Climate Survey) in addition to the annual Assessment Workshop in May. The AIE Committee conducts the end-of-the-year Assessment Workshop that evaluates the institutional effectiveness of the college’s processes and resource allocations. At this workshop, the college assesses its institutional effectiveness in program review, Student Learning Outcomes, and integrated planning using the ACCJC rubrics. Action plans are developed to assist the college community in attaining the appropriate level of proficiency in these areas. Action plans, recommendations for improving processes and the Annual Status Report on the Strategic Plan help inform the Planning and Budget Committee in prioritizing college goals in the upcoming year.
Response to Team Recommendations and Commission Action Letter:

**Recommendation 1:** The team recommends that the facilities and hours of operation for student and learning support services programs be evaluated and modified so as to assure access to students on the East and West Campuses. (IA.1, IIB, IIB.3a, IIC.1, IIC.1c, IIB.1, IIB.1a, IIB.2)

**The college meets the recommendation.**

Consistency of institutional performance across all sites is an essential component of the college’s effectiveness in meeting its Mission. Student access to quality learning experiences at East and West Campuses stands paramount in Modesto Junior college’s commitment to the Commission’s theme of institutional integrity.

Student achievement and success are the college’s priority and are central to every course, program, student service area and administrative unit on campus. Each instructional and operational unit measures and assesses outcomes annually to ensure student learning and success. Once evaluated, changes are made to courses, programs, and service areas throughout the institution. This process is monitored and reviewed by the Assessment Work Group.

MJC provides appropriate, comprehensive, and reliable services to students at the East and West Campuses. Some services are located at one campus and there are services that are offered at both sites. Free transportation is available to all students from the East to West Campus simplifying access to services. Completion of the new East Campus Student Services Building will centralize many student support services in one location. The college has insufficient resources to fully duplicate services on both campuses. Those services that are primarily located on one campus will open duplicate operations at critical enrollment periods on both campuses to improve student access. These peak period procedures will help the college deliver support services to students in the most efficient and effective manner, without negatively effecting resource utilization.

For the students who are not able to come onto campus for various reasons, MJC Student Services are also available to students online. For example, forms can be downloaded, relevant information can be located, and online advising can be utilized by accessing the MJC website and going to the direct student services link. All students were provided school e-mail addresses beginning in Fall 2009 further enabling communication between the campus and the student. An online orientation is offered to veterans and an online orientation for the general student population is in the final stages of editing. The college also offers support services in the evening one day a week during the fall and spring semesters. During the first week of every semester all college offices remain open until 7:00 p.m.

Significant progress has been made toward addressing this recommendation and plans are in place and underway to improve the library’s facilities as well as to strengthen the college’s investment in library resources and to enhance the role of the faculty in maintaining the currency of the library collection. Since the 2005 Self Study, the library has taken several steps to make its collections more current and relevant and to improve access to resources and services, despite a very limited budget. As a result of careful purchasing and the withdrawing of seldom-used print material, the collection physically housed in the Library is steadily becoming more relevant. To expand and improve access to information, particularly for remote users, the Librarians have been building the library’s electronic resources. The updated electronic collections and services position the library well for the upcoming Library building renovation, when library services will be provided from an alternate location and most of the print collection will be in storage.

The college’s experience with attempting to provide a full range of library services on both the East and West Campuses has, however, met limited success as a result of difficulties associated with: a) staffing both facilities adequately for a comparable range of hours and days per week; and b) ensuring that the library collection is optimally distributed, both in terms of currency as well as breadth and quantity, between
the two Library facilities. Based on this experience, combined with analysis of data derived from the *Campus Climate Survey*, *CCSSE*, *ARCC* and other sources discussed elsewhere in this report, plans are underway to provide Integrated Learning Resource Centers on both the East and West Campuses while consolidating the largest part of the print collection at the larger East Campus Library facility. Increased access to online resources, combined with the availability of free transportation between campuses via the college-supported shuttle will ensure that access to library and learning resource services will be readily available to all students and persons responsible for instruction and student support programs.

Modesto Junior College and the district have developed the necessary policies and processes to ensure that all new and renovated facilities are effectively utilized and 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 when there was 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.

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 Reports*, and the *Computer Replacement Plan* 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 process.
Response to Team Recommendations and Commission Action Letter:

Recommendation 2: The team recommends that the college develop, implement, and assess student learning outcomes to ensure student success in courses, programs, certificates, degrees, and services and use the assessment and analysis for the purpose of improvement. (IB.1,5,6,7; IIA.1,2,3,7;IIB, IIB.4, and Eligibility Requirements 8 and 10)

The college meets this recommendation.

Modesto Junior College is very active in establishing and assessing Student Learning Outcomes. As of fall 2008, each active course has developed course level Student Learning Outcomes (SLO.) For the 2010-11 MJC Catalog, the college published Student Learning Outcomes for forty different educational programs, with a goal of publishing Program Level Learning Outcomes (PLO) for 50% of its programs in the 2011-12 MJC Catalog and 100% by the 2012-13 MJC Catalog.

College-wide, assessment of outcomes has been ongoing on a departmental level for several years, but has lacked synthesis until recently. In fall 2009, the Accreditation/Institutional Effectiveness Committee chartered the Assessment Work Group, chaired by the Academic Senate President-Elect, with representation across all affected constituencies.

Since that time, Student Learning Outcomes and authentic assessment are in place for programs, degrees, and courses. Currently, all courses offered at the college have Student Learning Outcomes developed and on file. Additionally, Student Learning Outcomes are printed on every course’s syllabus and distributed to students in this manner.

All student service areas have formulated Service Area Outcomes (SAO) and begun assessing their effectiveness in meeting those goals. All administrative units have established Administrative Unit Outcomes (AUO) and have begun assessing those as well.

The Assessment Work Group created an electronic data collection form so that every department, service area, and administrative group could report assessment findings. The Work Group ensures that assessment is a key factor in program review and identified action plans will help inform funding, staffing, equipment and facilities decisions at the college. Work group members are representatives for the divisions and service areas and assessment has widely become a standing agenda item in many division meetings. Additionally, the Work Group has held workshops in the topic areas of course SLO creation and program mapping.

The Assessment Work Group emphasizes the cyclical nature of the assessment process and its role in institutional planning and effectiveness. The Work Group has an active webpage where the assessment process is identified and is available for reference by all faculty, staff and administration. The software program, PRNet, designed with this concept in mind, is programmed to inquire about results and status of all action plans identified. Also, on the Assessment webpage, the work group keeps an up-to-date grid of the institution’s assessment schedule. This grid is also housed at divisions, departments, and administrative areas throughout the college. An update on the college’s assessment plan is presented by the Assessment Coordinator each fall Institute Day.

There have been a number of assessment-related professional development activities supported by the college in 2010. An MJC team attended the White Water Institute during the summer of 2010, providing an opportunity to develop a plan to address the assessment needs of the institution and the units within the institution. The team was able to develop a plan to train key faculty and staff within instructional divisions and help them build a sound program-based assessment strategy. Members of the Assessment Work Group delivered a presentation entitled, “Outcomes Assessment Necessity: The Mother of Invention” at the Student Success Conference during October 2010. Many programs and divisions held program mapping sessions to facilitate dialogue, strengthen programs, and develop Program Level Learning Outcomes. Divisions and the Academic Senate now have assessment as a standing item on meeting agendas.
The college plans to continue the development of Program Level Outcomes by training more faculty and administrators in program mapping, scheduling faculty workshops, and publishing newly developed PLOs. The facilitation of study sessions by the Planning and Budget Committee and the use of PRNet to link resource allocation to SLOs will help the college focus on the use of results to align institutional practices. Furthermore, a college-wide task force will develop an action plan to demonstrate students' awareness of SLOs and their purpose. Instructional deans and the Assessment Coordinator will facilitate study sessions at the Academic Senate, Instructional Administrators' Council (IAC), and Student Services' Council (SSC). The college has completed a second comprehensive assessment report in May, 2011 that was presented and discussed at the annual Institutional Effectiveness Assessment Workshop as well as with the Board of Trustees. Lastly, the Professional Development Committee will facilitate a series of teaching and learning seminars on the improvement of student learning for faculty.
Response to Team Recommendations and Commission Action Letter:

**Recommendation 3:** The team recommends that the college develop a policy to require that all students be given course syllabi at the beginning of classes each term. (IIA.6)

The college meets this recommendation.

All members of the college community have arrived at an understanding of the importance of Student Learning Outcomes. Insofar as clearly articulated goals are central to institutional effectiveness, so too are measurable outcomes, as enunciated by instructors in their own syllabi, key to assessing student learning and evaluating student effectiveness. What is more, syllabi are recognized as another example of institutional integrity in that they represent a contract between students and their teachers.

The Academic Senate established syllabi guidelines in 2005; these guidelines are available on the senate website and are distributed to new faculty at the adjunct and full-time faculty orientations each academic term. In addition to the traditional components of syllabi, unique features of these guidelines are the inclusion of Student Learning Outcomes and access information for student support services.

The Yosemite Community College District Board of Trustees approved Board Policy 6225—Syllabus on August 13, 2008, which states, “The Chancellor shall establish procedures to ensure that all Yosemite Community College District students are provided with either a written syllabus or electronic version during the first week of classes.” Specific procedures were developed by the Academic Senate and are available for review on the Senate’s website.

Every fall, the Academic Senate President sends a memorandum to all faculty members at the beginning of the semester notifying them that syllabi are to be provided either electronically or in hard-copy to the division offices. In every class section, students receive a syllabus that specifies the Student Learning Outcomes. Faculty post syllabi on their web pages for student review. The dean of each division collects and houses syllabi for each course in the office for student review and access; course syllabi are kept for three years.
Response to Team Recommendations and Commission Action Letter:

**Recommendation 5:** The team recommends that the college ensure that all hiring and evaluation policies and procedures are adhered to and conducted on a consistent and timely basis. (IIA.2, IIIA.1b, IIIA.3a, IVA.5)

The college meets this recommendation.

Institutional integrity demands that policies, practices, and procedures sustain the commitment of Modesto Junior College to its primary Mission: to produce and support student learning. Increasingly, employees from all ranks have become cognizant of the role of assessment in measuring the progress the institution is making in realizing state and federal expectations and the district and college goals. Evaluation of employee performance is another means of assessment, one which effective institutions must use to develop personnel, to improve their skills, and hence to improve the likelihood that Modesto Junior College will attain the goals it has now set for itself. Human Resources, the administration, faculty, and staff are ensuring that hiring and evaluation policies are conducted in a consistent, timely and effective manner.

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. 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 resulting in a lack of accountability and assessment. Effective Fall 2011, part-time evaluations will be tracked through the Office of Instruction at the college. The college is working closely with the Yosemite Faculty Association to ensure the timely evaluation of part-time faculty.

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 submitted 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 Modesto Junior College Academic Senate, Columbia College Academic Senate, the Yosemite Faculty Association, California School Employees’ Association, Modesto Junior College administrator, a Columbia College administrator, and a Chancellor’s office staff member.

Personnel policy and procedures are identified in the 4000 Series (Section 4) of this manual. The Vice Chancellor of Human Resources is encouraged to weigh in on any proposed modifications with district legal counsel. The district subscribes to the Community College League of California’s (CCLC) Policy and Procedures Service. This service provides bi-annual policy and procedure recommendation 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 Board Policy 4200 - Non-Discrimination, Recruitment and Hiring, revised 6/13/07, and continues to maintain its status as an Equal Employment Opportunity Employer.

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 written an EEO handbook, *The Hiring Process*, that is provided to hiring committee members.
Response to Team Recommendations and Commission Action Letter:

**Recommendation 6: The team recommends that in order to best serve the needs of students, the district and the college engage in a collaborative process to ensure a transparent and equitable allocation of financial resources and that the district and the college implement a process to communicate budget issues with each other on an ongoing basis. (IIIC.1a; IIIC.1d; IIIC.2; IIID.1a,b,c; IIID.2a; IIID.2b; IIID.2d; IIID.2e; IIID.2g; IIID.3; IVB.2d; IVB.3d; IVB.3g)**

The college meets the recommendation.

The district’s allocation of resources is equitable and ensures the long-term financial stability of the district by maintaining a 5% 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 produced an Executive Summary of the allocation process and posted it online for access to the entire district. The process is transparent and gives the entire constituent groups information on the allocation process.

The Yosemite Community College District 2010-2011 adopted budget is available online to both the campus community and the public at large on Yosemite Community College District Fiscal Services homepage. The district’s budget timeline 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 with a final budget 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.

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, which include categorical funds, fund-raising, and grants and to confirm that proper controls and processes are in place. In addition, the Vice President meets monthly with the Executive Vice Chancellor, and the administrators of Human Resources, Business Services, and Facilities Management.

The college’s allocation of resources is directly linked to the program review process and the needs are prioritized by the three Councils of the college. The college’s Planning and Budget Committee ensures transparency in the budget process and makes recommendations to the college President of 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 resource process is continually reviewed and improved as needed.

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. The Vice President of College and Administrative Services maintains a webpage containing all college and district documents and materials relating to budget as well as links to other pertinent financial resources.