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Modesto Junior College

Institutional Self Evaluation Report

In Support of Reaffirmation of Accreditation

Notification of Reason for submission, i.e., Support of Reaffirmation of Accreditation, or in Support of an Application for Candidacy or in Support of an Application for Initial Accreditation

Submitted by:

Modesto Junior College
435 College Avenue
Modesto, CA 95350

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

DATE

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Date: July 12, 2017

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Modesto Junior College
435 College Avenue
Modesto, CA 95350

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was effective participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

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President, Modesto Junior College

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History of Modesto Junior College and Service Area



Modesto Junior College (MJC), was founded in 1921 to serve as one of the first junior college districts established under a State Legislature Enabling Act. It is one of two colleges in the Yosemite Community College District. The College has two campuses approximately 1 ½ miles apart, which presents some unique logistical considerations in providing access and service to students.

As a 95-year-old institution, the college strives to maintain the same dedication and service to its community that framed its beginnings. The college began with a charter enrollment of 60 students, eleven part-time instructors, one dean, and no buildings.

Through the years, registration has increased until today more than 24,000 day and evening students are enrolled annually. Twenty-three percent of MJC students are enrolled in at least one online course. In addition, more than 6,500 community participants take advantage of the Community Education program each year.

To complement student growth, the campus footprint has grown as well. The college holds the distinction of having erected the first junior college classroom building in the state. From this modest beginning, MJC has expanded until it now provides an outstanding learning environment on two campuses: the original East Campus on College Avenue and West Campus on Blue Gum Avenue in northwest Modesto. In addition to the two campuses, classes are taught in more than 20 community sites.

The service area boundaries have also changed. In 1964, by action of the electorate, the boundaries were enlarged to include over 4,500 square miles, encompassing more than 64 high schools in Stanislaus County alone. Modesto Junior College added its West Campus in 1970 when the State of California claimed 116.5 acres of the former Modesto State Hospital to the Yosemite Junior College District. In 1978, the state of California deeded over an additional 30 acres to the district and this extra portion was used for District Central Services Offices and what was the Criminal Justice Training Center. Today, Central Services offices are still located on the west edge of West Campus in a building completed in 2016, funded through the local general obligations bond, Measure E.

A Board of Trustees was elected in 1964 to govern the affairs of the expanded district. In 1965 the name Yosemite Junior College District was selected. In 1977, under state promptings, the district's name was changed to Yosemite Community College District (YCCD). Today, the YCCD includes two comprehensive, two-year colleges, Columbia College and Modesto Junior College, and a Central Services unit.

Modesto Junior College offers courses designed to meet the diverse interests, educational needs, and vocational requirements of its students. College programs consist of one course or a series of courses in an area of focus leading to a skills builder certificate, a certificate of achievement, an associate's degree, or application towards the first two years of a bachelor's degree. The College was selected as one of fifteen California Community Colleges to pilot a baccalaureate degree in 2015. The Baccalaureate Degree in Respiratory Care welcomes its first cohort of students in fall 2017.

Courses in art, literature, humanities, foreign languages, music, drama and speech provide cultural enrichment for MJC students and the community. Music instruction, for example, is offered for beginners as well as for those who already have a high level of proficiency. All students are encouraged to participate in college community activities such as student government, clubs, athletics, forensics, art shows, and music programs.

Those who wish to broaden their horizons and to become more aware of themselves and the world about them will be drawn to offerings in health education, consumer education, psychology, child development, sociology, speech, conservation, valley plant life, science, art appreciation, and physical activities. Agricultural programs include extensive applied labs, including a working farm, a small-scale irrigation system with a pond and pumps, and a variety of animal and plant labs. Business courses that meet occupational requirements of the community are offered in office administration, clerical training, accounting, computer science, computer graphics applications, and business operations. Certificate programs are available in multiple areas. Administration of Justice, emergency service instruction, fire science, and nursing courses are also offered and can lead to an associate degree.

Currently, 48 career technical education (CTE) programs prepare students for employment in such fields as allied health, animal husbandry, crop production, agricultural mechanics, office administration, computer science, computer graphics, automotive technology, electronics, nursing, machining, vocational accounting, human services, engineering technology, and medical assisting. Advisory committees work with program faculty to determine the content of CTE courses that ensure programs are current and relevant. Industrial technology programs are available in apprenticeship and technical fields. Courses are designed to meet the needs of employers and are modified as industry needs change.

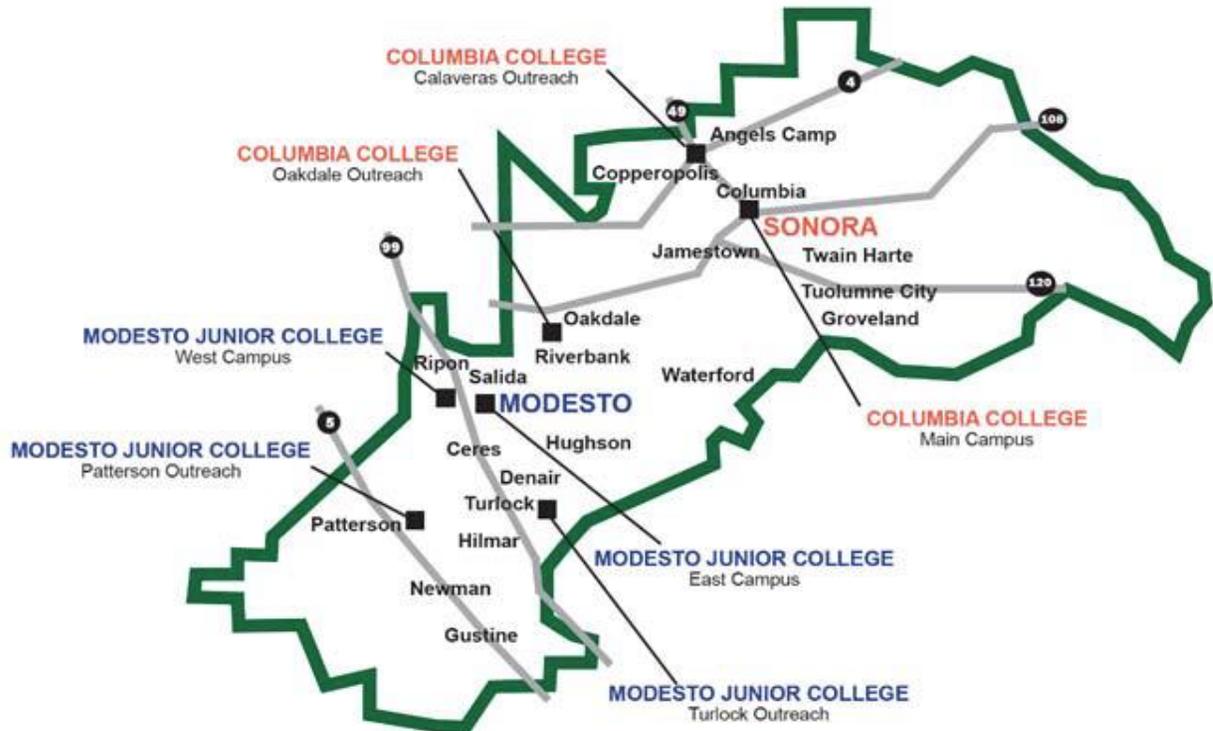
The College offers a host of courses designed to assist students in developing basic skills. These include reading, effective study skills, listening improvement, writing, career awareness, job employment skills, introduction to mathematics, and pre-algebra. English language instruction is offered for non-native speakers of English who desire to learn English or to improve their proficiency.

Distance Education offerings at MJC have grown organically based on faculty interest and student demand over a long period, with the first few online courses offered in 1997. Since that time, distance education course offerings have grown exponentially to the point where MJC now offers nearly 350 online/hybrid sections each semester. Fall 2016 had more than 10,000 annual course enrollments in distance education courses.

INTRODUCTION

Community and Student Demographic Information

The YCCD serves students in Calaveras, Tuolumne, Stanislaus, and parts of San Joaquin and Santa Clara counties. The service area stretches 170 miles across central California between the western Coast Ranges and the eastern Sierra Nevada Mountains. MJC's primary audience is the population of Stanislaus County (including the cities of Modesto, Turlock, Hughson, Ceres, Riverbank, Newman, and Patterson), parts of San Joaquin County (including the cities of Ripon and Escalon), and the northwestern portion of Merced County (including the City of Gustine and the communities of Hilmar, Santa Nella, and Stevinson).



MJC is a two-year, public, Hispanic-Serving Institution, with approximately 24,000 full- and part-time students. Forty-eight percent of MJC students are Hispanic. Many are first generation college students whose families came to the area as migrant workers. More than 47 different languages are spoken by students and potential students in the community. Only 16 % of adults in Stanislaus County hold a bachelor's degree so it is no surprise that the majority of students are first-generation attenders. MJC has a long-standing commitment to serving the unique needs of all students desiring an education, with a special focus on underrepresented students.

Of students attending MJC during the 2016-17 year, nearly 67% had a primary educational objective of earning an associate's degree, while an additional 9% intended to transfer to a four-year institution without earning the associate's degree. The remainder had a variety of other educational objectives, including earning a CTE degree or certificate.

(YCCD Crystal Report, Student Demographic Detail)

Each year more than 1300 students transfer to public and private four-year colleges and universities to continue their education toward bachelor’s degrees. Modesto Junior College has earned a strong reputation statewide for its lower division preparation. Students who complete associate degrees for transfer are able to continue into their junior years at California State Universities with no loss of time or credit.

| MJC Employees – Spring 2017 | |
|---------------------------------------|------------|
| Academic Administrators | 18 |
| Other Administrators | 24 |
| Tenured/Tenure Track Faculty | 239 |
| Part-time/Adjunct Faculty | 348 |
| Full-time Classified Professionals | 220 |
| Part-time Classified Professionals | 11 |
| Total Number of Employees | 860 |
| <i>YCCD Payroll Office, May, 2017</i> | |

The College employed approximately 860 full- and part-time personnel in spring, 2017; however, the number fluctuates with the number of adjunct instructors and other personnel changes each term. As of April 2017, five percent of MJC employees were administrators. Twenty-eight percent were full-time faculty. Forty percent of the employees were part-time faculty. Twenty-six percent were classified professionals.

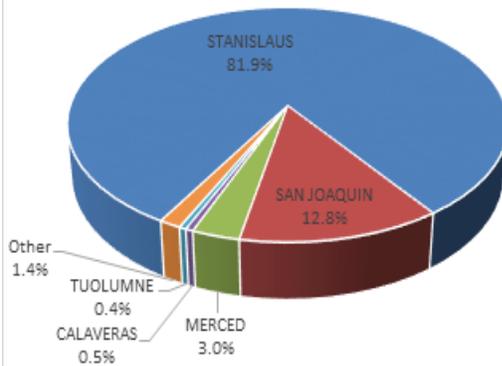
In spring, 2017, the College:

- Offered 1550 sections of 244 credit courses in 88 subject areas
- Offered 152 degree and certificate programs
- Conferred a total of:
 - 614 AA/AS degrees
 - 329 AS-T and AA-T transfer degrees
 - 185 certificates require 18 – 60 credit units
 - 103 certificates requiring 6 – 18 credit units

YCCD Crystal Reports (Graduation (internal, Section Enrollment Extract (internal, 2017)

Student Headcount by County

Modesto Junior College - Fall 2015
Headcount by County of Residence



Most of the students served by MJC reside within the service area of the District. In fall 2015, 85% of the student headcount were from Modesto (46%), Turlock (10%), Ceres (7%), Manteca (5%), Riverbank (4%), Patterson (3%), Oakdale (3%), Salida (3%), Ripon (2%), and Stockton (2%).

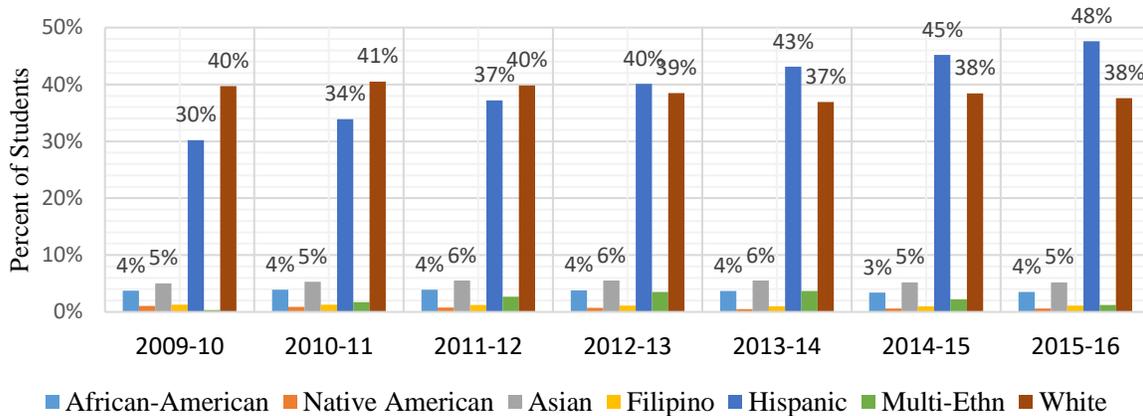
Ten percent (1335 of 13,289 – fall 2016) of the students living within Stanislaus County were online only. Twelve percent (427 of 3,534 – fall 2016) of those living outside the County were online only.

(Source: YCCD Crystal Report – Student Demographic Details, 2017)

INTRODUCTION

Student Ethnicity

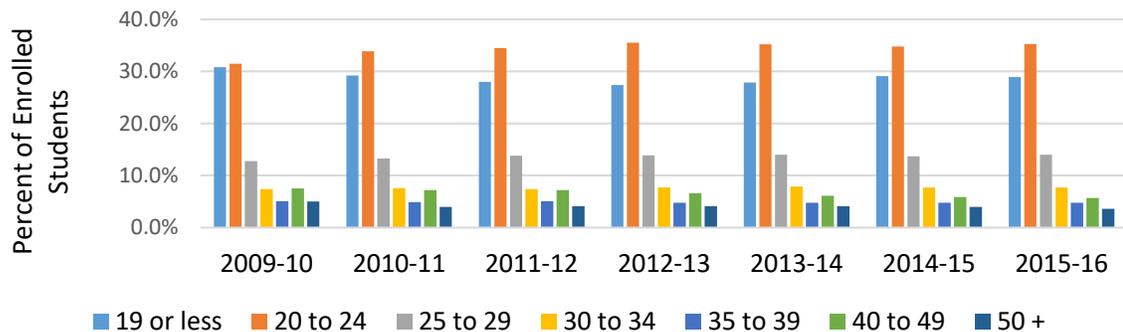
Trends in Ethnic Diversity of MJC Students 2009-2016



At least 65% of the MJC student population in 2015-16 was from historically underrepresented racial/ethnic groups. These include African-Americans, Asians, Filipinos, Hispanics, and Native Americans. During the period of 2011-12, approximately 37% of MJC students identified as Hispanic. By the year 2015-16, that figure had risen to nearly 49%.

Age Demographics

Age Distribution of Students 2009-10 to 2015-16

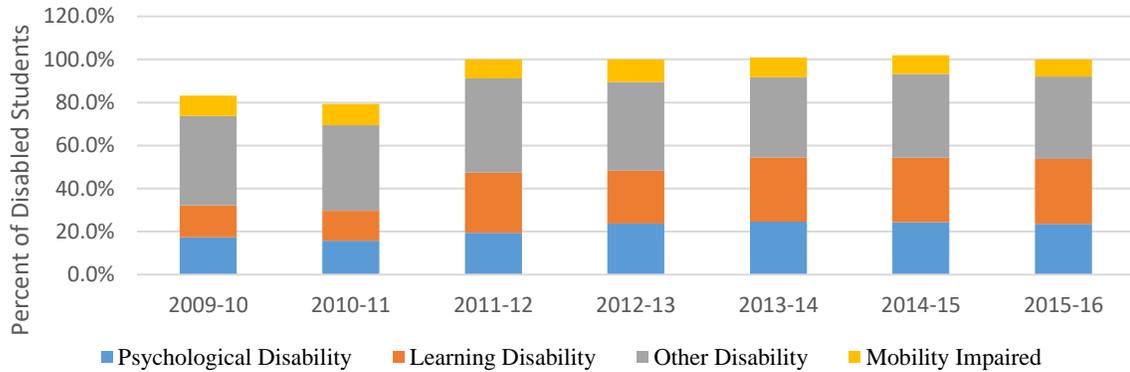


CCCCO DataMart Annual Student Term Count

Over the past seven years, MJC has observed a decline in mean student age. While the mean age in 2009-10 was 28.5 years, the mean age in 2015-16 had declined to 25.3 years. In 2015-16, 64.2% of students were 24 years of age or younger, while 21.8% were 30 years or older.

Disability Status

Disabled Students at MJC by Type 2009-10 to 2015-16



CCCCO DataMart DSPTS Status

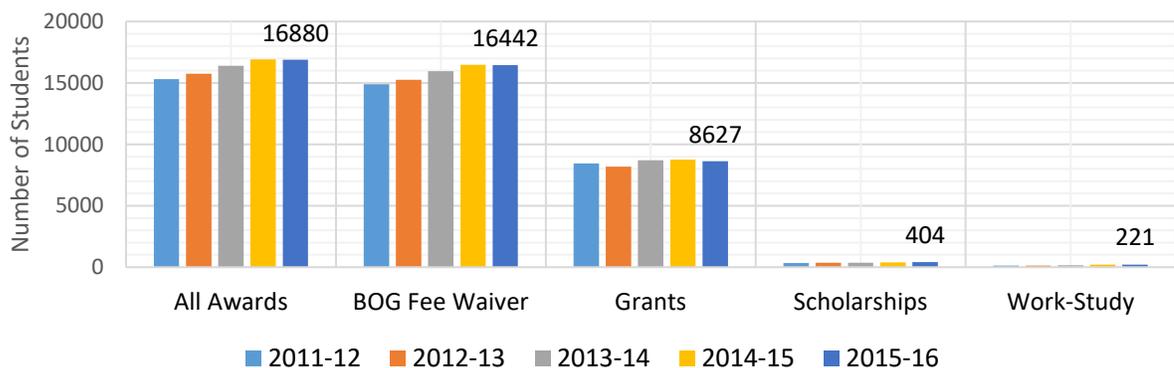
The total count of students served by MJC Disabled Students Programs & Services (DSPTS) ranged from 1,277 students in 2009-10 to a peak of 1,343 students in 2010-11, and declined slightly to 1,239 students in 2015-16. The largest proportions were classified as having a learning disability (15% in 2009-10 up to 32% in 2015-16) and psychological disability (up from 17% of 2009-10 students to 24% in 2015-16).

First-Generation Status

At least 65% of all MJC students are first-generation college students (i.e. neither parent had a history of attending college), while 76% of African-American students and 88% of Hispanic students are first-generation.

Financial Need and Financial Aid

Financial Aid Awards by Year



CCCCO DataMart, Financial Aid Summary

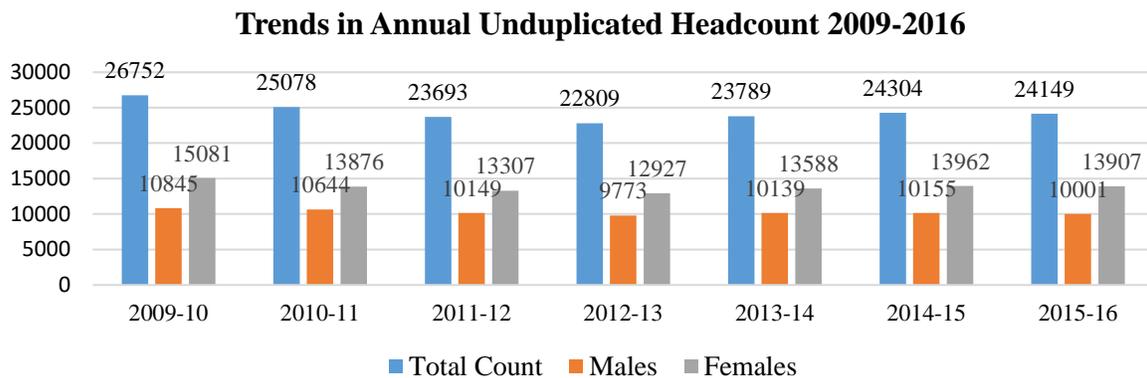
The number of MJC students who received some type of financial aid award (including BOG fee waiver) reached almost 17,000 in the year 2015-16, more than 70% of the student population (24, 149). Total MJC students receiving Cal Grants reached nearly 8300 in 2015-16.

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Total financial aid award amounts have increased annually from \$37,801,582 in 2011-12 to a peak of \$44,969,710 in 2014-15 (increase of 16% over 2011-12), dropping slightly to \$43,569,249 in 2015-16. Total students annually receiving Cal Grants was 8,458 in 2011-12 (representing a total of \$28,359,268) and 8,267 in 2015 (representing a total of \$29,977,565). Total students receiving scholarships in 2011-12 was 350 (representing \$354,884) and reached a peak of 500 students in 2012-13 (representing \$396,328). In 2015-16, 404 total students received scholarships for a combined amount of \$464,924.

Student Enrollment Trends

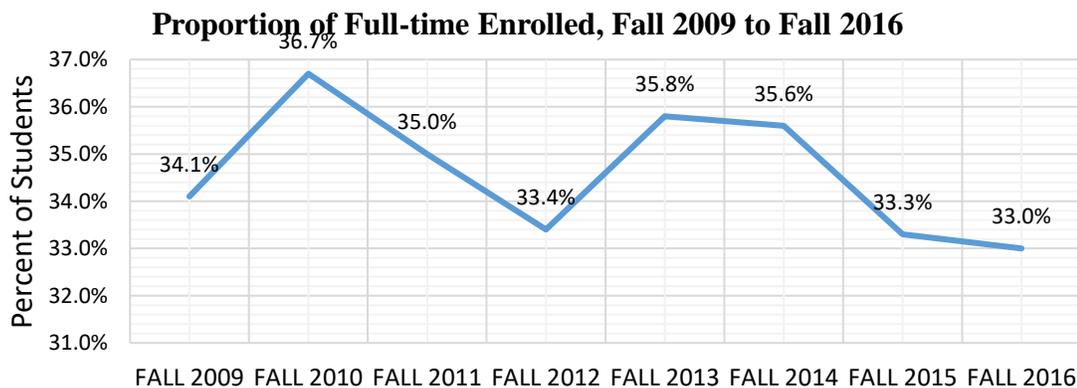
Unduplicated Headcount



CCCCO Scorecard, College Profile, 5 Year

Annual unduplicated student headcount in the year 2015-16 reached 24,149, nearly a 6% increase compared with 2012-13 (22,809 students). On average, about 57% of enrolled students are females, 43% are males.

Full-time/Part-time Enrollment



CCCCO DataMart Full-time/Part-time (Unit Load) Status Summary Report

The percentage of full-time students at MJC has declined somewhat since 2010. After peaking in the fall 2010 semester when 37% of the student population was enrolled full-time, the percentage full-time declined to 33% in fall 2012, rose to 36% in fall 2013, then declined again to 33% in fall 2015 and remained at that rate in fall 2016.

Trends in Distance Education Full-time Equivalent Students Fall 2009 to Fall 2016

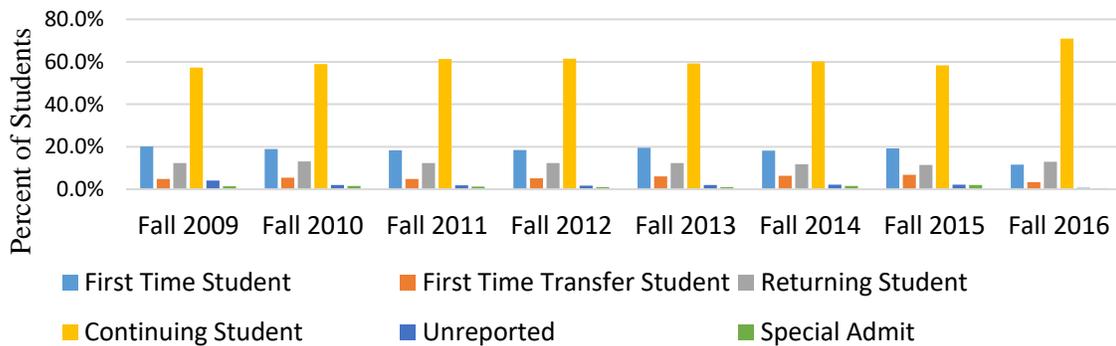


CCCCO DataMart Distance Education (DE) Full Time Equivalent Students (FTES) Summary Report

Total FTES enrolled in Distance Education courses was 888 in fall 2009, 7,357 in fall 2012, rose to 1,144 in fall 2015 and reached 1,112 in fall 2016. The number of students taking at least one online course has increased from 28% in 2012 to 39% in 2016 (YCCD Crystal Reports, Section Enrollment Extract).

Enrollment Status (New, Returning, etc.) Trends

Enrollment Status Fall 09- Fall 16



CCCCO DataMart Enrollment Status Summary

The percentage of total enrolled students who were enrolled for the first time reached 20.1% in fall 2009. That percentage declined to 18.3% in fall 2011. It averaged at nearly 19.0% for each subsequent fall semester through fall 2016.

INTRODUCTION

High School Graduate Enrollment at MJC

| School District | Grads | Enrolled MJC | % | Grads | Enrolled MJC | % | Grads | Enrolled MJC | % |
|--------------------------------------|-----------|-----------------|-------|-----------|-----------------|-------|-----------|-----------------|-------|
| School | 2013-2014 | | | 2014-2015 | | | 2015-2016 | | |
| Ceres Unified | 881 | 301 | 34.2% | 880 | 316 | 35.9% | 895 | 333 | 37.2% |
| Denair Unified | 174 | 49 | 28.2% | 171 | 37 | 21.6% | 144 | 46 | 31.9% |
| Hughson Unified | 169 | 59 | 34.9% | 177 | 62 | 35.0% | 164 | 58 | 35.4% |
| Modesto City High | 3,177 | 957 | 30.1% | 3,155 | 898 | 28.5% | 3,199 | 875 | 27.4% |
| Newman-Crows Landing Unified | 174 | 35 | 20.1% | 195 | 41 | 21.0% | 201 | 55 | 27.4% |
| Oakdale Joint Unified | 431 | 104 | 24.1% | 421 | 109 | 25.9% | 436 | 130 | 29.8% |
| Patterson Joint Unified | 394 | 134 | 34.0% | 379 | 107 | 28.2% | 418 | 128 | 30.6% |
| Riverbank Unified | 179 | 58 | 32.4% | 171 | 46 | 26.9% | 182 | 68 | 37.4% |
| Stanislaus County Office Of Ed | 282 | 39 | 13.8% | 491 | 44 | 9.0% | 198 | 29 | 14.6% |
| Turlock Unified | 1,037 | 291 | 28.1% | 1,057 | 306 | 28.9% | 1,106 | 274 | 24.8% |
| Waterford Unified | 353 | 55 | 15.6% | 339 | 57 | 16.8% | 335 | 48 | 14.3% |

(Source: California Longitudinal Pupil Achievement Data System, CALPADS YCCD Crystal Reports, Student Demographic Detail)

County and College Student Demographic Comparison

| Ethnicity | Stanislaus County | MJC |
|-------------------------|----------------------|-------|
| Asian | 5.2% | 3.9% |
| Black, African American | 2.6% | 4.0% |
| Hispanic | 44.1% | 55.3% |
| Native American | .70% | .64% |
| Pacific Islander | .70% | 1.07% |
| White, non-Hispanic | 44.3% | 33.7% |

Between 14% and 37% of graduating seniors from neighboring high schools enroll at MJC. Demographics of the student population enrolled at the College reflect the ethnicity of Stanislaus County residents in most cases. Of the total population, approximately 25% fewer Asian students enroll than live in the County. Approximately a third more African students enroll than live in

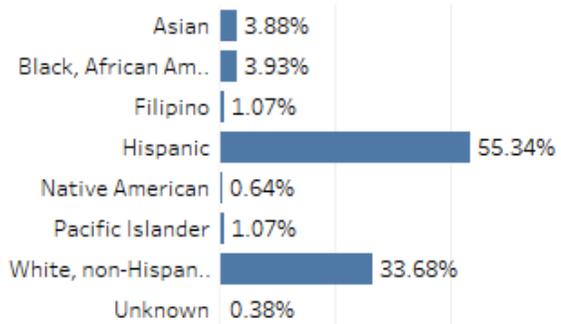
the county, and nearly 30% more Hispanic students enroll than reflect the population of the County.

(Source: DataMart Annual Student Count, EMSI Demographic Overview)

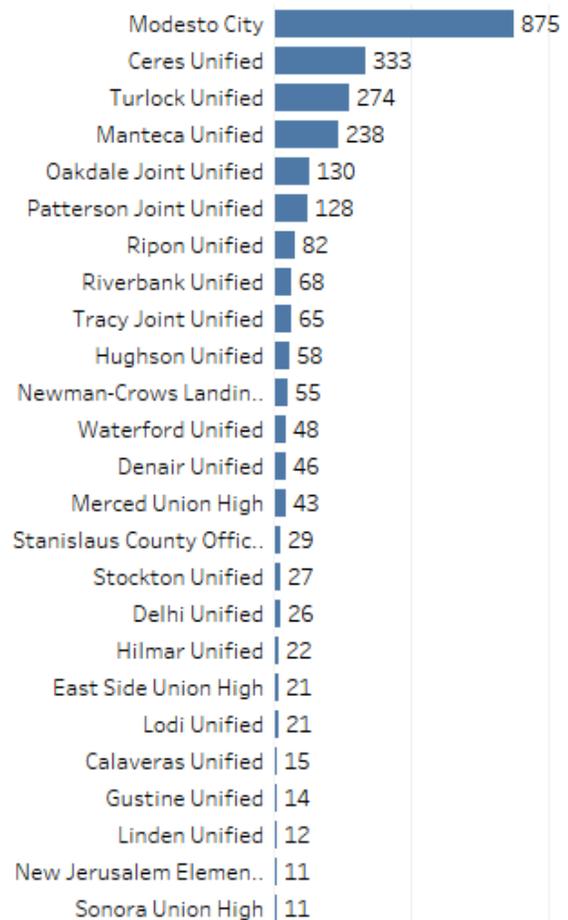
Fall Freshmen Cohort - Demographics

| | 2012MFA | 2013MFA | 2014MFA | 2015MFA | 2016MFA |
|--------------|---------|---------|---------|---------|---------|
| Conferral | 330 | 211 | 55 | 15 | |
| No Conferral | 2,799 | 3,113 | 3,191 | 3,450 | 3,492 |

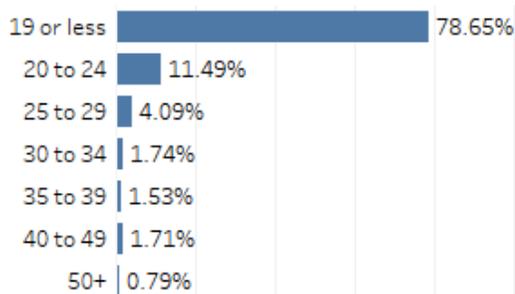
Ethnicity



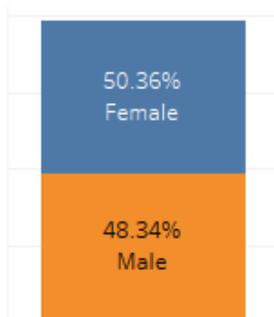
Transferring High Schools



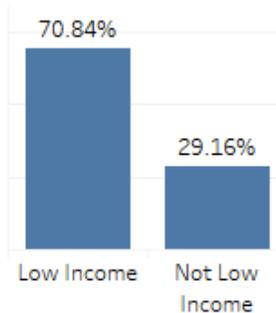
Age



Gender



Income



More than two-thirds of the fall freshmen students qualify as low-income students.

INTRODUCTION

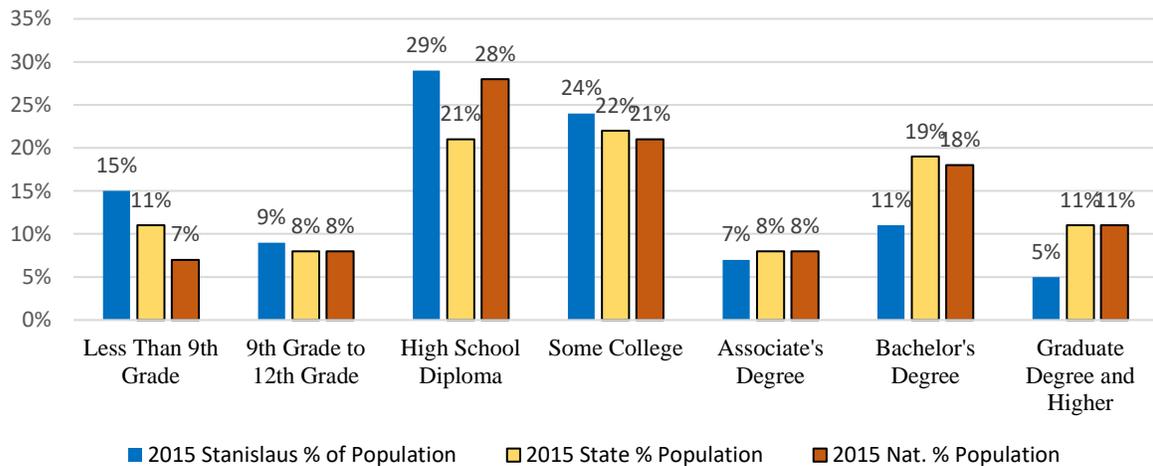
Stanislaus County Population by Race/Ethnicity

| Race/Ethnicity | 2014 Population | 2022 Population | Change | % Change | 2014 % of Cohort | 2022 % of Cohort |
|-------------------------------------|-----------------|-----------------|---------------|-----------|------------------|------------------|
| White, Non-Hispanic | 235,632 | 226,361 | (9,271) | (4%) | 44.30% | 40.16% |
| Hispanic | 234,816 | 268,299 | 34,483 | 15% | 44.14% | 47.60% |
| Asian | 27,734 | 32,021 | 4,287 | 15% | 5.21% | 5.68% |
| African American or Black | 13,569 | 14,665 | 1,096 | 8% | 2.55% | 2.60% |
| Two or More Races | 13,565 | 14,965 | 1,400 | 10% | 2.55% | 2.66% |
| Native Hawaiian or Pacific Islander | 3,701 | 4,582 | 881 | 24% | 0.70% | 0.8% |
| American Indian or Alaskan Native | 2,932 | 2,757 | (175) | (6%) | 0.55% | 0.49% |
| Total | 531,948 | 563,650 | 31,702 | 6% | 100.00% | 100.00% |

Source: EMSI Demographic Overview, Stanislaus County

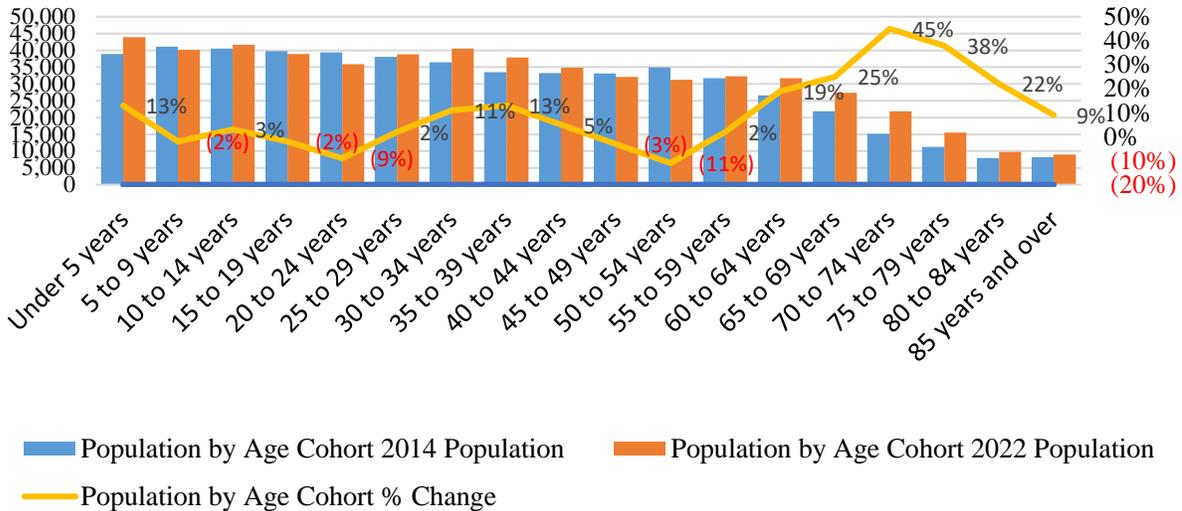
The number of Hispanic residents in Stanislaus County continues to increase. Currently, Hispanic is the largest demographic in the county. By 2022, the number of residents identified as white will decline by 4% while the number of residents identified as Hispanic will increase by 15%.

Educational Attainment, 2015 Stanislaus County



Nearly one-third of Stanislaus residents have not progressed academically past a high school diploma. An additional 15% have less than a 9th grade education. Almost a quarter of county residents have some college experience, but did not complete. Only sixteen percent of the population has a bachelor's degree or higher. Stanislaus County educational attainment is lower in every measure when compared to state or national percentages. The educational attainment of Modesto citizens is ranked sixth lowest in the nation. (Wallethub, 2016)

**Population by Age Cohort, Stanislaus County
2014 - 2022**

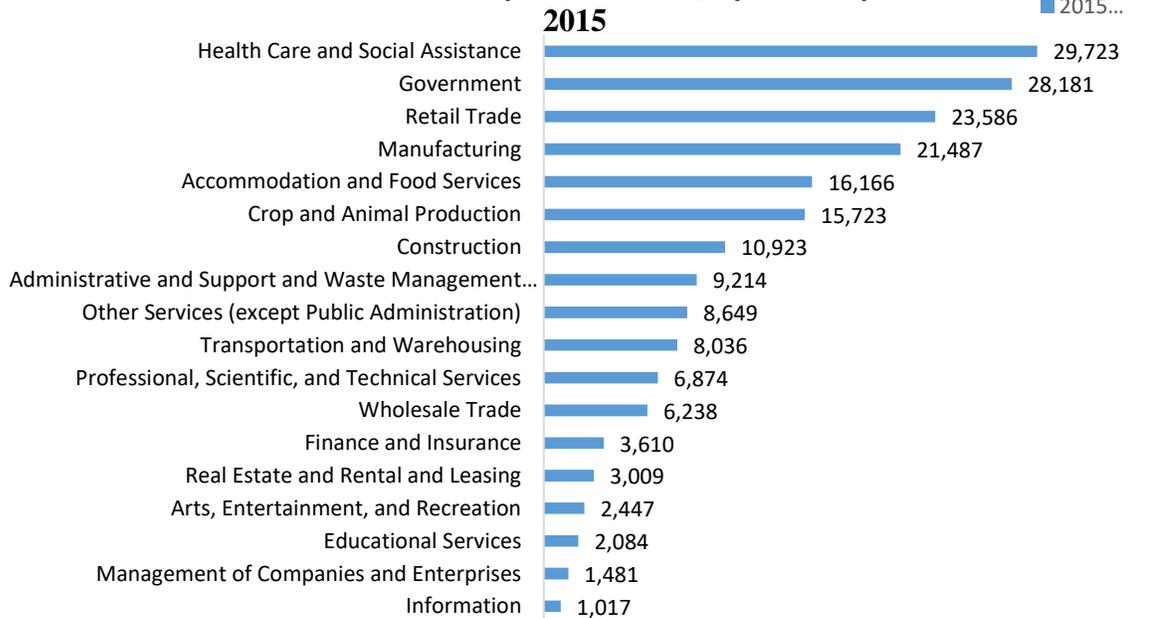


Source: EMSI Demographic Overview, Stanislaus County

The number of residents in Stanislaus County between the ages of 15 and 19 years is projected to contract by 2% by 2022. The number of residents between the ages of 20 and 24 is projected to contract by 9% by 2022.

Service Area Labor Market Information

Stanislaus County Job Demand, by Industry



EMSI; California Labor Market Information Department, 2016

INTRODUCTION

| Fastest Growing Industries | 2015 Jobs | 2020 Jobs | % Change | 2015 Earnings Per Worker |
|--|-----------|-----------|----------|--------------------------|
| Services for the Elderly and Persons with Disabilities | 5,353 | 7,263 | 0.36 | \$13,398 |
| Limited-Service Restaurants | 7,164 | 8,007 | 0.12 | \$16,069 |
| HMO Medical Centers | 1,989 | 2,775 | 0.39 | \$159,979 |
| Wineries | 3,099 | 3,652 | 0.18 | \$114,946 |
| Discount Department Stores | 2,579 | 3,120 | 0.21 | \$23,605 |
| Temporary Help Services | 2,580 | 3,109 | 0.2 | \$27,158 |
| General Warehousing and Storage | 1,479 | 1,879 | 0.27 | \$54,837 |
| Warehouse Clubs and Supercenters | 1,227 | 1,611 | 0.31 | \$38,642 |
| Postharvest Crop Activities (except Cotton Ginning) | 1,520 | 1,901 | 0.25 | \$47,564 |
| Home Health Care Services | 1,224 | 1,574 | 0.29 | \$47,167 |

The highest demand for jobs in the service area are in the health care industry, followed by government, retail, and manufacturing. The economy in the Central Valley is largely based on agriculture. Many jobs in the agriculture industry are distributed between retail, manufacturing, wholesale, and crop and animal production. MJC has strong industry advisory committees in the areas of health, manufacturing, and agriculture. CTE programs are developed and continually refined to address industry needs in the community.

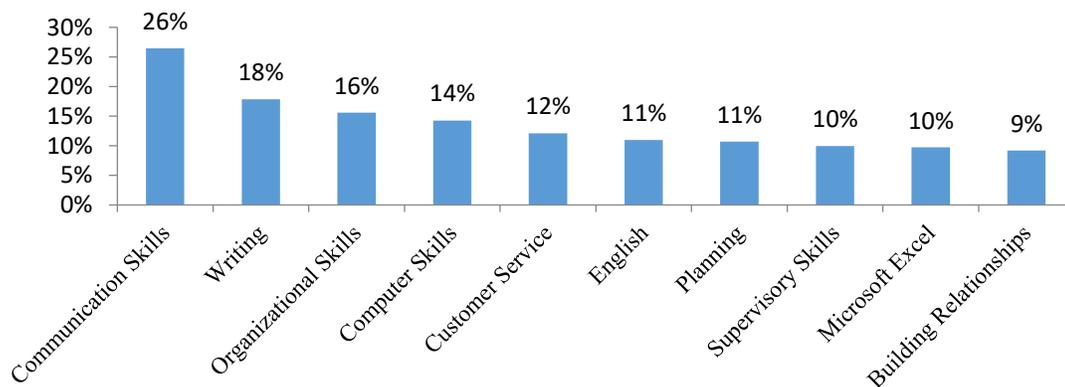
Stanislaus County Unemployment Rates

| Month | Stanislaus County | California | United States |
|------------|-------------------|------------|---------------|
| March 2017 | 8.8% | 5.1% | 4.6% |

California EDD, April 2017

Unemployment rates in Stanislaus County are consistently higher than those in the state or the nation. Unemployment peaked at 19.1% in the County at the height of the recent recession. The hourly living wage for Stanislaus County is \$11.03 for a single adult, \$28.83 for one adult and two children. (Living Wage Calculator, 2017, Massachusetts Institute of Technology)

Service Area Professional Skills in Greatest Demand (by job posting)



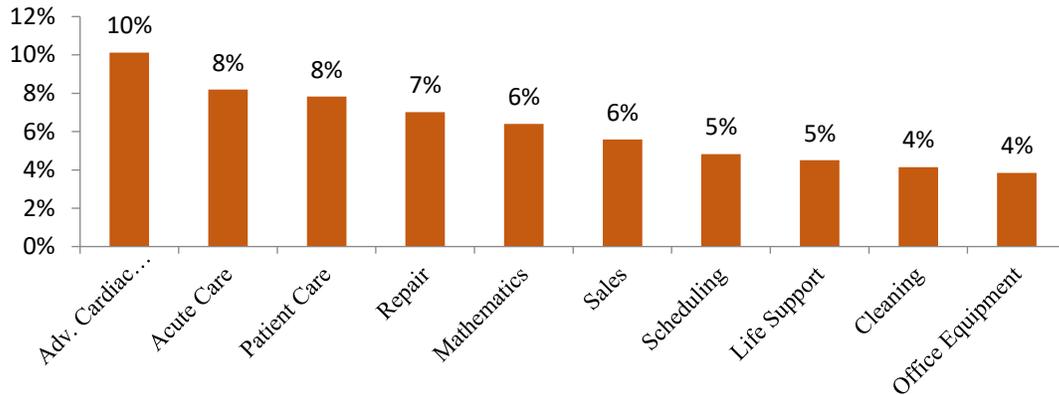
Central Region Center of Excellence, 2016

STUDENT ACHIEVEMENT DATA

Employers in the Stanislaus, Merced, San Joaquin County region list the terms: “communication”, “writing”, “organizational”, and “computer skills” as the most needed professional skills.

Burning Glass, Skills Listed in Job Postings Data, 2015

Technical Skills in Greatest Demand (by job postings)



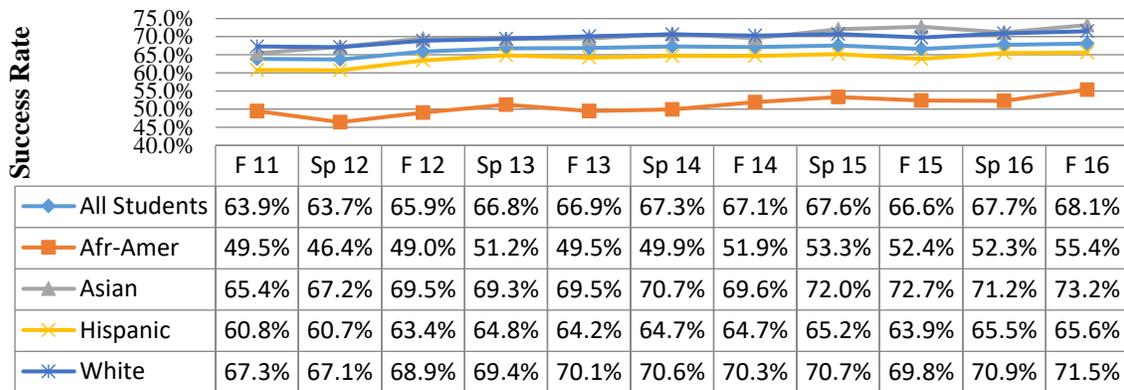
Central Region Center of Excellence, 2016

Employers in the Stanislaus, Merced, and San Joaquin county region list the terms: “advanced cardiac life support”, “acute care”, and “patient care” as the most needed technical skills.

Student Achievement Data and Institution Set Standards

Course Success Trends

5 Year Trends in Success Rates 2011-16



— All Students — Afr-Amer — Asian — Hispanic — White

CCCCO Credit Course Retention/Success Rate Summary Data

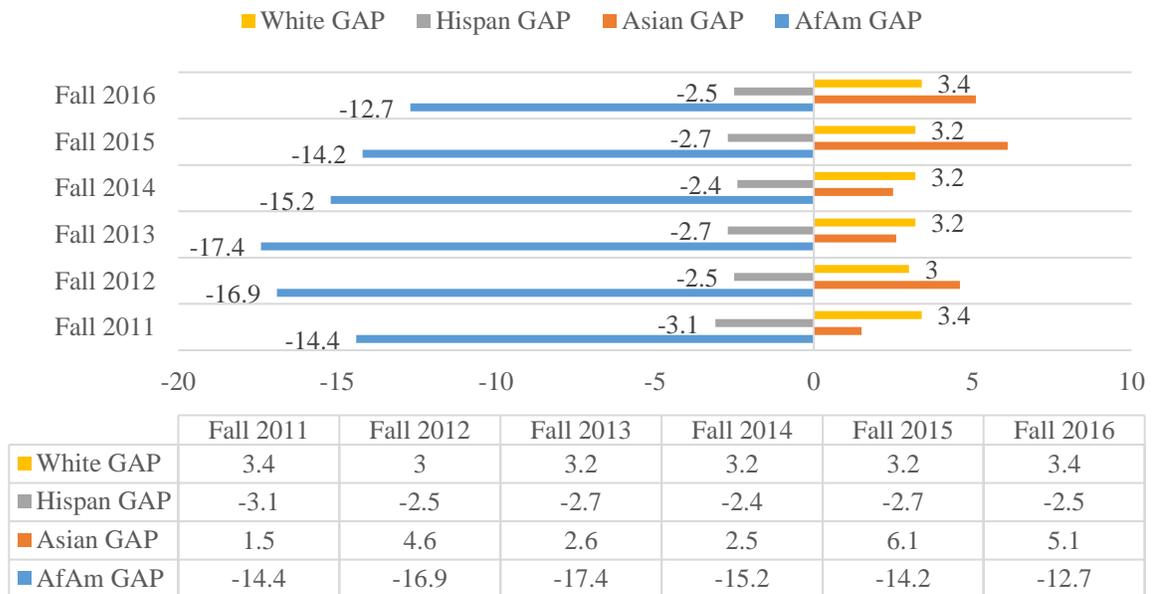
MJC has made strides in improving overall course success rates in recent years. Between fall 2011 and fall 2016, MJC success rates increased from 63.9% to 68.1%, an improvement of 4.2 percentage points. MJC has also made substantial progress in reducing observed achievement gaps in success rates among students of diverse ethnic backgrounds. Between fall 2011 and fall 2016, Hispanic students showed an improvement in overall course success

STUDENT ACHIEVEMENT DATA

rates from 60.8% to 65.6%, an improvement of 4.8 percentage points. African-American students during the same period showed an overall improvement from 49.5% to 55.4%, an improvement of 5.9 percentage points.

Disproportionate Impact

5-Year Measures of Student Success Overall and by Race/Ethnicity Gaps

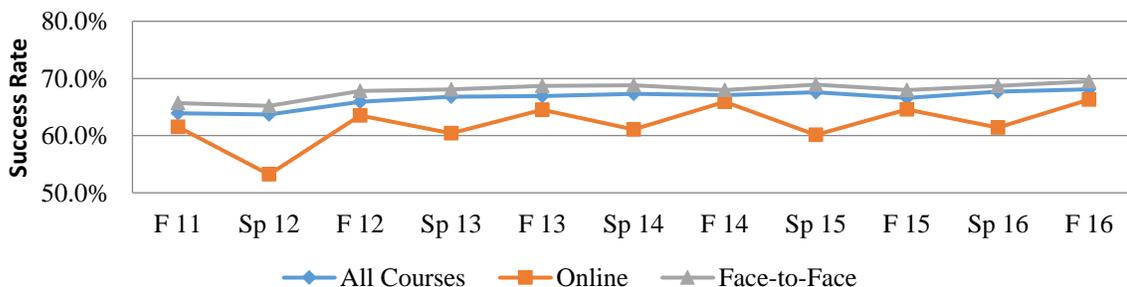


YCCD Datatel Crystal Report, 2017

Overall trends in student success rates have increased by 4.2 percentage points. Success rates for African American Students, while still nearly 12 percentage points below the overall average, have increased by almost six percentage points since fall 2011.

Success Trends by Delivery Modality

5 Year Trends in Total, Online, and Face-to-Face Course Success Rates Fall 2011- Fall 2016

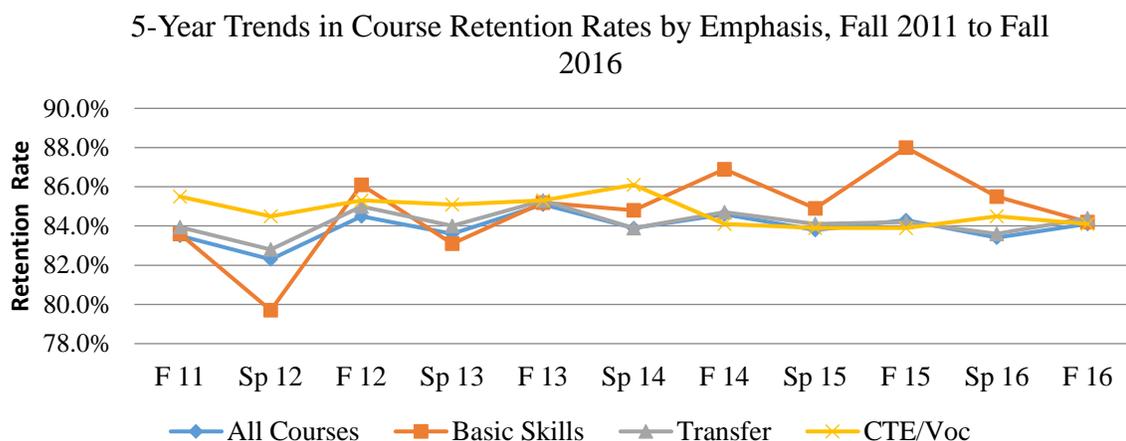


CCCCO DataMart, Credit Course Retention/Success Rate Summary Report

The overall success rate in online courses at MJC has tended to be lower than for face-to-face courses. In fall 2011, the course success rate average for all online courses was just 54.5% compared with 65.5% for face-to-face courses, an 11% gap. By fall 2016, the success rate for

all online courses had grown to 63.0%, and the gap with face-to-face courses had diminished to just 6.2%.

Course Retention



CCCCO DataMart, Credit Course Retention/Success Rate Summary Report

During the years 2009 through 2016, MJC course retention rates have remained relatively steady, averaging 84.0%. When data by course type (Basic Skills, CTE, Liberal Studies) is examined over this same period, most years showed retention rates within 1% or 2% of the overall 84% average.

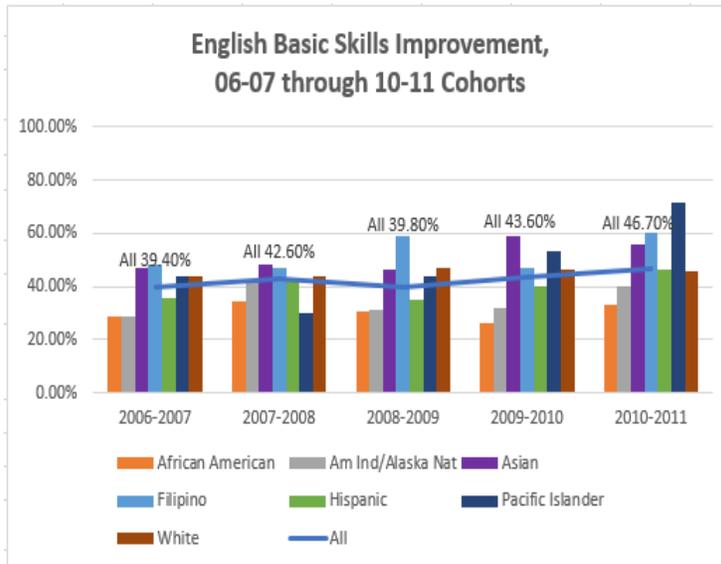
Basic Skills Progression Rates

The annual Student Success Scorecard for MJC in 2017 demonstrated significant improvement in the following areas of Basic Skills:

- **Basic Skills English Completion Rate** (defined as percentage of credit students over 6 years, tracked from Basic Skills English to completion of college-level English:
 - Improvement of four percentage points in 2010-11 cohort compared with the 2009-10 cohort
- **Basic Skills Mathematics Completion Rate** (defined as percentage of credit students tracked for 6 years from Basic Skills Mathematics through college-level Math):
 - Improvement of three percentage points in 2010-11 cohort compared with the 2009-10 cohort
- **EL Completion Rate** (defined as percentage of students enrolled in EL courses who ultimately complete the highest level course in the EL sequence within 6 years)
 - Improvement of seven percentage points for 2010-11 cohort compared with 2009-10 cohort.

STUDENT ACHIEVEMENT DATA

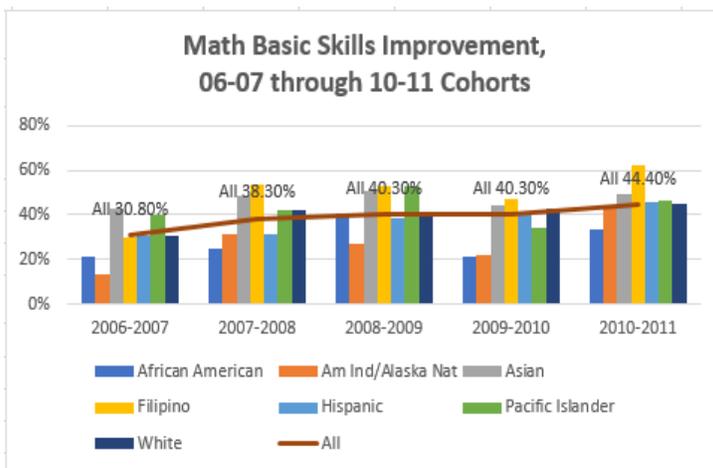
MJC 2017 Scorecard: English Basic Skills Improvement



(Source: MJC 2017 Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>)

The English Basic Skills improvement rate (Student Success Scorecard definition) has increased significantly during the past five cohort years, from 39.4% for the 2008-09 cohort to 46.7% for the 2010-11 cohort, an overall improvement of 7.3 percentage points. For Hispanic students, the improvement rate has increased from 35.4% for the 2006-07 cohort to 46.6% for the 2010-11 cohort, representing an improvement of 11.2 percentage points. For African-Americans, the improvement has been from 28.4% for the 2006-07 cohort to 33.0% for the 2010-11 cohort, an overall improvement of 4.6 percentage points.

MJC 2017 Scorecard: Math Basic Skills Improvement

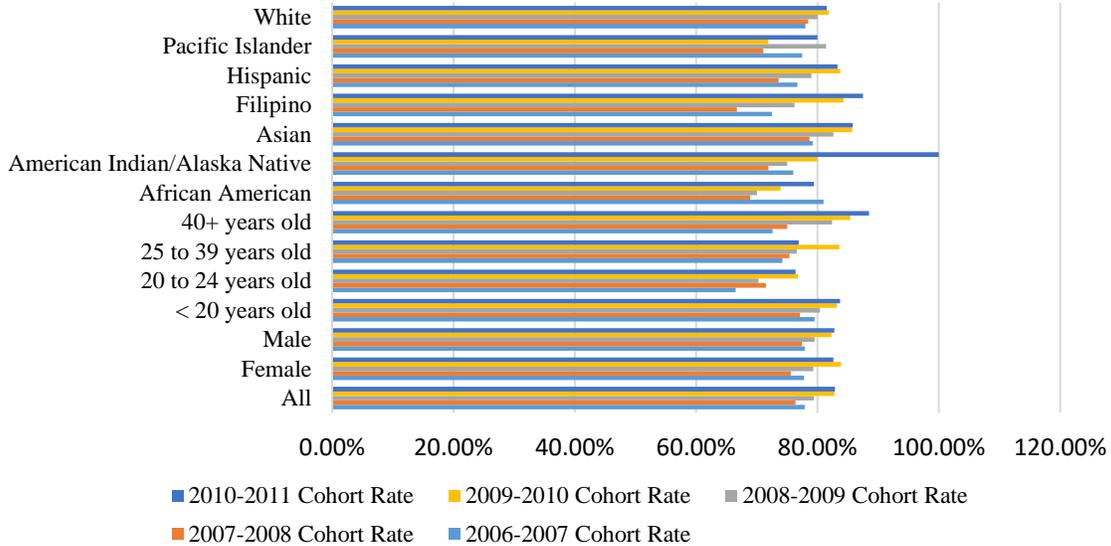


(Source: MJC 2017 Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>)

The Mathematics Basic Skills improvement rate at MJC (defined in the Student Success Scorecard) has increased during the past five cohort years, from 30.8% for the 2006-07 cohort to 44.4% for the 2010-11 cohort, an overall improvement of 13.6 percentage points. For Hispanic students, the improvement rate has increased from 30.7% for the 2006-07 cohort to 45.4% for the 2010-11 cohort, representing an improvement of 14.8 percentage points. For African-Americans, the improvement rate increased from 21.6% for the 2006-07 cohort to 33.3% for the 2010-11 cohort, an overall increase of 11.7 percentage points.

Persistence Rates

MJC 2017 Scorecard: Persistence Trends, 06-07 through 10-11 Cohorts

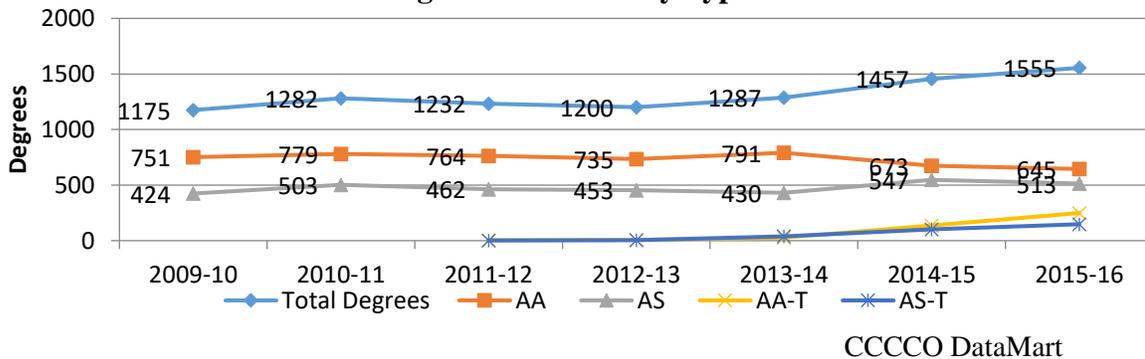


(Source: MJC 2017 Student Success Scorecard at <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>)

The annual Student Success Scorecard for MJC in 2017 shows that overall persistence rate over 6 years (defined as percentage of degree, certificate and/or transfer-seeking students starting first-time in 2010-11, tracked for 6 years through 2015-16 who enrolled in the first three consecutive terms) was essentially unchanged when compared against the 2009-10 entering cohort. When compared against overall statewide trends for all California community colleges in 2017, MJC persistence rate for 2010-11 cohort was 7% above the state average.

Degree and Certificate Completion

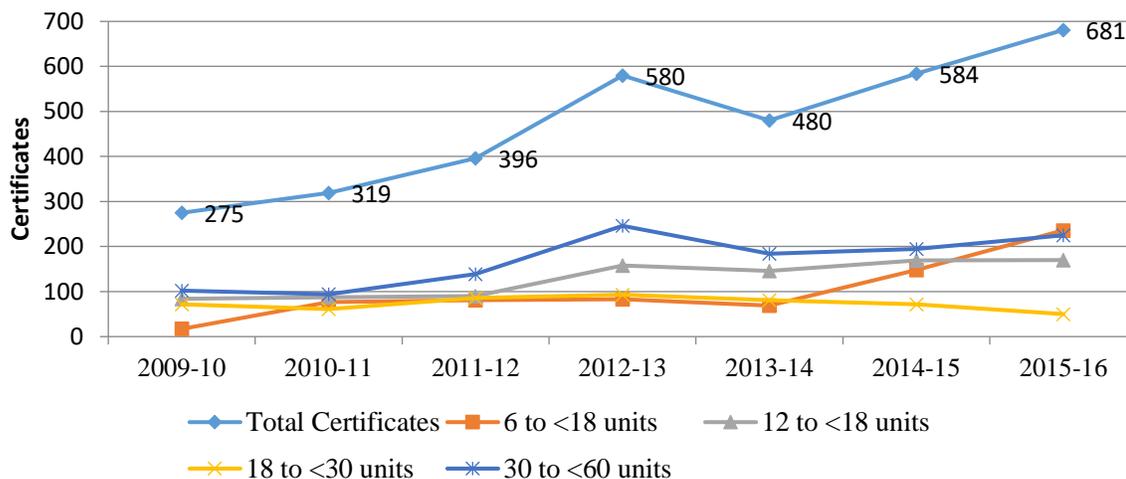
7-Year Trends in Degree Production by Type 2009-10 to 2015-16



The number of annual certificates earned at MJC increased by 147% between 2009-10 (276) and 2015-16 (681). The number of annual earned Associate’s degrees at MJC increased by 32.3% between 2009-10 (1,175) and 2015-16 (1,555).

STUDENT ACHIEVEMENT DATA

Annual Certificates Earned by Type and Total 2009-10 to 2015-16



CCCCO DataMart Program Awards Summary Report

Transfer Trends

| Transfer Institution | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total CSU | 530 | 781 | 743 | 535 | 817 | 800 | 862 |
| Total UC | 69 | 70 | 60 | 70 | 73 | 75 | 75 |
| In-State Private (ISP) | 269 | 234 | 217 | 225 | 172 | 183 | 151 |
| Out-of-State (OOS) | 157 | 205 | 199 | 235 | 274 | 259 | 326 |
| TOTALS | 1025 | 1290 | 1219 | 1065 | 1336 | 1317 | 1414 |

California State University Analytic Studies <http://asd.calstate.edu/cc/SummaryYear.asp>; University of California <http://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>; In-State Private and Out-of-State Institutions: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

MJC has experienced an overall increase in transfers to four-year institutions of 38 percentage points over the past seven years. In 2009-10, 1,025 students transferred to four-year institutions, while in 2015-16 the number increased to 1414. The largest proportion of MJC transfer students (approximately 52% of all MJC students transfer to four-year institutions) attend institutions within the California State University System, with the largest number attending Stanislaus State (62% of all CSU transfers). The largest proportion of MJC transfers to CSU choose Business Administration as their transfer major. Among MJC students who transfer to the University of California system, the largest proportion (approximately 37% of UC transfers) attend the University of California at Davis.

Student Learning Outcomes and Assessment

All student learning outcomes at Modesto Junior College are regularly scheduled for assessment, including course (CLO), general education (GELO), program (PLO), support service (SSLO), service area (SAO), and institutional (ILO) learning outcomes. These assessments of student learning, along with key measurements of student achievement, are incorporated into the program review process, where analysis is performed as to how well and in what ways the student experience and outcomes can be improved. The College has made enormous strides in producing relevant outcomes assessment results that can be disaggregated and effectively monitored at the course, department, area, and institutional level.

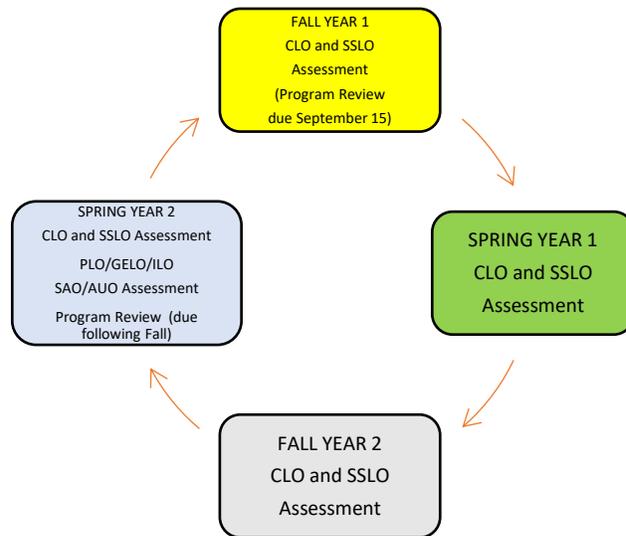
The Investment and Production of Disaggregated SLO Data

Prior to 2015, the college used a homegrown database tool for housing its learning outcomes. While relatively simple and effective to use for course reporting, the system had significant limitations with both the capture of and reporting of assessment results at the department and institutional levels. The tool relied on faculty transferring individual course data into large spreadsheets to generate aggregated program, general education, and institutional learning outcomes assessment results. Consequently, it proved exceedingly difficult to obtain regular, effective, and timely data for the meaningful conversations about student learning that is necessary for improvement across programs and throughout the institution.

After considering a variety of software alternatives, and as part of a commitment to the College student equity initiative, the College adopted the eLumen SLO reporting platform in 2015. The shift to this database meant significantly changing the way assessment was enacted and completed. Instead of reporting aggregated results of CLO assessments for a particular class section, faculty needed to report learning outcomes results on *individual* students. This form of reporting would allow for disaggregated outcomes data based on demographics, course modality, and more. The college archived the results recorded in the previous database and began intensive work on populating the new software with the requisite infrastructure in spring 2015. The new system was implemented across the College in fall 2015.

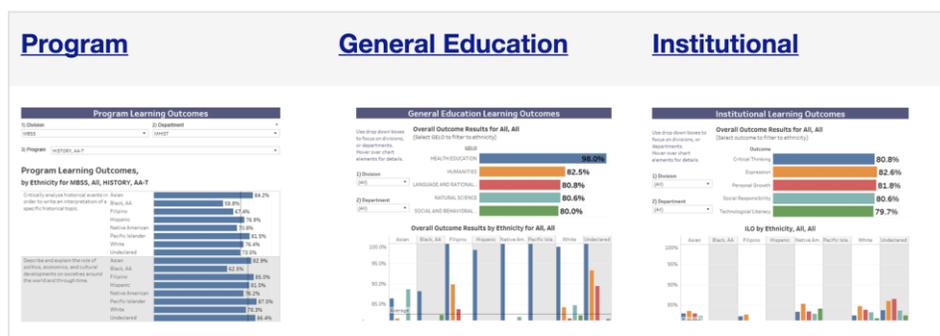
The move to eLumen also coincided with an institutional evaluation concerning how to improve the overall SLO assessment and Program Review schedule and process. A Program Review Workgroup was appointed by the College Council in spring 2016. After a year of analysis and utilization of eLumen, the Academic Senate and College Council adopted a new two-year comprehensive SLO assessment and program review process, replacing a five-year model that was difficult to manage across the institution. The new process is more robust, and maintains a schedule that works well with CTE programs and allows for the curriculum updating process to pull from considerably more program review and assessment data.

STUDENT ACHIEVEMENT DATA



The eLumen software system has provided a sophisticated means to record, edit, assess, and report all learning outcomes for the college – course, program, general education, support service, service area, administrative, and institutional SLOs. It provides a simple interface to “map” course-level student learning outcomes (CLOs) to program learning outcomes (PLOs) and institutional learning outcomes (ILOs), as well as support service learning outcomes (SSLOs) to service area outcomes (SAOs). The eLumen interface makes it simple to record these mappings. The software then compiles results for all SLOs, and the Office of Institutional Effectiveness has produced a data dashboard that disaggregates SLO data for program review, public viewing, and institutional dialog.

Instructional Learning Outcomes Data



Disaggregated data is available for all program, general education, and institutional learning outcomes on the SLO Data Dashboard.

http://www.mjc.edu/instruction/outcomesassessment/programreview/prdashboard/lo_data.php

The last two years of SLO assessment work, from 2015-2017, has produced dramatic results for the College: disaggregated SLO and achievement data is now being used in program review and is available for department and institution wide analysis and reflection.

STUDENT ACHIEVEMENT DATA

Institution Set Standards

| Collegewide Student Achievement | | | | | | |
|---|---|--------------------------|-----------|---------|---------|--------------------|
| Data element | Definition of the measure | Institution Set Standard | IEPI goal | 2015-16 | 2014-15 | Multi-year average |
| FTES | FTES is calculated as the total enrollment at census, multiplied by the number of weekly student contact hours, multiplied by the total term length. | 14200 | 15948 | 14657 | 14657 | 14400 |
| Progress Through Basic Skills Rate | Percentage of credit students tracked for six years who first enrolled in a course below transfer level in mathematics, and completed a college-level course in the same discipline. | 49.1 | 54.3 | 44.4 | 40.3 | 38.8 |
| Course Completion Rate | Percentage of for-credit course enrollments where students have earned a grade of "C" or better | 64.8% | 75.0 | 68.1 | 66.6 | 66.6 |
| Completion of Degrees and Certificates | Unduplicated number of degrees and certificates awarded during a specific year | 1195 | 2200 | 2000 | 1893 | 1767 |
| Transfer Rate | Total annual number of MJC students who transfer to public or private 4-year institutions as a percentage of the MJC student body who declare a transfer- or degree-focused Education goal in that year | 7.0% | 7.0% | 8.0% | 8.0% | 8.0% |
| <p>* FTE data is sourced via YCCD District Fiscal Services Internal Audit ** Course completion data is from the CCCC Chancellor's Office DataMart report at http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx *** Completion of degrees and certificates data is from the CCCC Chancellor's Office DataMart report at http://datamart.cccco.edu/Outcomes/Program_Awards.aspx **** Transfer data is from combined sources, including summary data reported from 4-year institutions annually (see http://www.mjc.edu/general/research/mjctransfersoverall0910to15-16.pdf) and YCCD Crystal Reports: Student Demographic Detail data report listing of student education goal (reflecting transfer and/or degree focus students)</p> | | | | | | |

STUDENT ACHIEVEMENT DATA

Licensure Passage Rates

| Programmatic Student Achievement - Licensure | | | | | | |
|--|--|--------------------------|-----------|---------|---------|--------------------|
| Data element: Licensure Exam Passage | Definition of the measure | Institution Set Standard | IEPI goal | 2015-16 | 2014-15 | Multi-year average |
| Fire Science | The number of students who passed the licensure exam over all who took the exam. | 80% | 90% | 93.2% | 85% | 100% |
| Nursing | | 75% | 88% | 86.6% | 88.8% | 90% |
| Medical Assisting | | 65% | 80% | 62.5% | 74.2% | 75% |
| Respiratory Care | | 80% | 85% | 92.9% | 96% | 92% |
| Phlebotomy | | 80% | 85% | 85% | 80% | 78% |
| Pharmacy Technician | | 70% | 80% | 85% | 80% | 80% |

Job Placement Rates for Externally Approved Programs

| Programmatic Student Achievement – Job Placement | | | | | | |
|--|---|--------------------------|-----------|---------|---------|--------------------|
| Data element: Licensure Exam Passage | Definition of the measure | Institution Set Standard | IEPI goal | 2015-16 | 2014-15 | Multi-year average |
| Fire Science | The number of students who are employed in the year following completion of a certificate program | 80% | 90% | 90.2% | 91% | 91% |
| Nursing | | 85% | 93% | 90% | 95% | 90% |
| Medical Assisting | | 63% | 65% | 48.3% | 62.1% | 59.2% |
| Respiratory Care | | 78% | 75% | 58% | 79% | 72% |
| Phlebotomy | | 45% | 50% | 50% | 45% | 40% |
| Pharmacy Technician | | 70% | 75% | 70% | 65% | 65% |

Organization of the Self-Evaluation Process

The process of preparing the self-evaluation report began in 2015 by planning for a tri-chair approach to responding to the Standards. The tri-chairs led the work of the Standard Teams which were primarily comprised of assigned governance groups. Standard I was assigned to the Accreditation Council, Standard II was shared by Instruction Council and Student Services Council, Standard III was assigned to Resource Allocation Council, and College Council addressed Standard IV. Broad participation was encouraged through open invitations to the college community as the Standard Teams began the process of identifying evidence. Under the leadership of the tri-chairs, each Standard Team used the questions from the *Guide to Evaluating Institutions* as a framework for identifying college practice, process, and documents associated with the Standards and questions. Templates guided the evidence gathering process over the spring and summer of 2016. The evidence provided a framework for development of the draft narrative for each Standard during fall 2016. In January 2017, MJC had a solid first draft addressing Standards I – IV which led to the identification of action planning items and the *Quality Focus Essay*.

Beginning in January 2017, weekly updates of the narrative draft were posted on the website for review. The writing team met weekly to discuss feedback, share progress, and plan the next week's work throughout spring 2017. When ACCJC published the January 2017 edition of the *Guide to Evaluating Institutions*, the Accreditation Council and writing team agreed that it was important to revisit the entire document to ensure that the report met the Commission's expectations of brevity and directly addressed the criteria as presented in the new *Guide*. Throughout the development, review, revision, and final editing processes, the campus community was encouraged to participate via input and feedback.

The College has engaged in deep review and evaluation of its processes, structures, and programs through self-study. Faculty, classified professionals, and administrators have participated in trainings offered by the Commission, Academic Senate plenary sessions, statewide conferences for administrators, and communicated regularly with the Commission. Accreditation Standards have been discussed at multiple collegewide events. Strategic planning is guided by Accreditation, including the mapping of the Education Master Plan to the Standards. College constituents have contributed evidence and edits through participatory governance councils and individually. College leaders promote transparency and participation in decision-making, which has been the approach to the self-study.

ORGANIZATION OF THE SELF-EVALUATION PROCESS

2016-2017 Timeline for Self-Evaluation Report

| Important Accreditation Dates | |
|--|-----------------------|
| Tri-Chair Accreditation Committee Organized | Fall 2015 |
| Evidence templates for collegewide evidence gathering | Spring 2016 |
| Evidence Structure shared with College | Spring 2016 |
| Collection of identifying and notating evidence | Spring-summer 2016 |
| First draft of Standards I – IV | Fall 2017 |
| Identification of Quality Focus Essay Action Projects | January 2017 |
| Revision of Draft according to new ACCJC criteria | February – April 2017 |
| Revisions posted on Accreditation webpage weekly | Spring 2017 |
| Feedback from college constituents incorporated weekly | Spring 2017 |
| Revisions & final narrative draft | June 2017 |
| 1 st Reading by Academic Senate | June 8, 2017 |
| 2 nd Reading by Academic Senate | June 15, 2017 |
| College Council Approval | June 19, 2017 |
| Board Agenda Deadline | June 20, 2017 |

Tri-Chair Membership

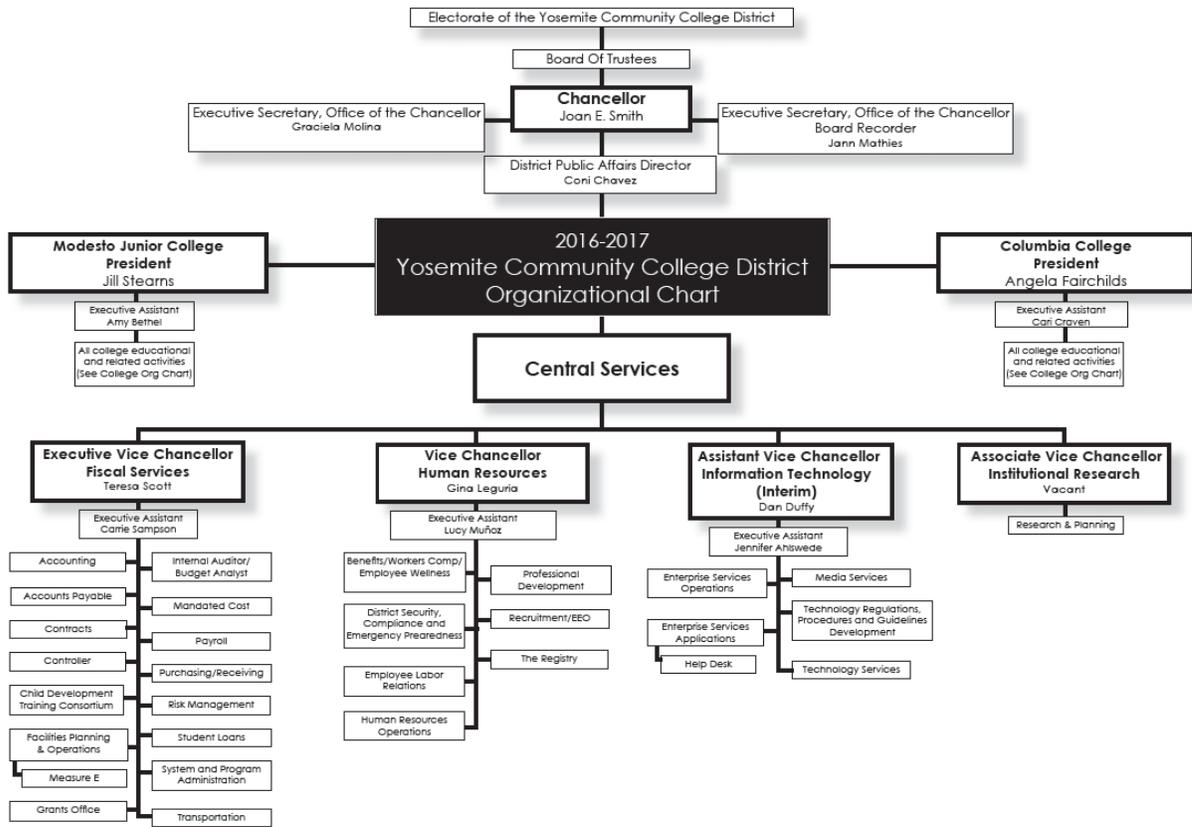
| Tri-Chair Membership | Representing |
|---|---------------------|
| Accreditation Council | |
| Jennifer Hamilton, Administrator | Standard I |
| Theresa Stovall, Faculty | Standard I |
| Kristina Godinez, Classified | Standard I |
| Marc Beam, Institutional Research; District | Standard I |
| Student Services Council & Instruction Council | |
| Brenda Thames, Administrator | Standard II |
| James Todd, Administrator | Standard II |
| Curtis Martin, Faculty | Standard II |
| Glen Stovall, Classified | Standard II |
| Resource Allocation Council | |
| Albert Alt, Administrator | Standard III |
| Ellen Dambrosio, Faculty | Standard III |
| Julie Trejo, Classified | Standard III |
| Gina Leguria, Human Resources; District | Standard III |
| Judy Lanchester, Physical Resources; District | Standard III |
| Patrick Pimentel Sr., Technology Resources; District | Standard III |
| Teresa Scott, Financial Resources; District | Standard III |
| College Council | |
| Jill Stearns, Administrator | Standard IV |
| Kevin Alavezos, Faculty | Standard IV |
| Debbi Partridge, Classified | Standard IV |
| Coni Chavez, Policies and Procedures; District | Standard IV |

ORGANIZATIONAL INFORMATION OF THE DISTRICT AND COLLEGE

Organizational Information of the District and College

The Yosemite Community College District (YCCD) includes two comprehensive two-year colleges (Modesto Junior College and Columbia College) and a Central Services unit. The District covers a 4,500 square mile area and serves a population of over 550,000 encompassing all of two counties (Stanislaus and Tuolumne) and parts of four others (Calaveras, Merced, San Joaquin, and Santa Clara). Modesto Junior College, established in 1921, is situated in the Central Valley and serves an agricultural and manufacturing based economy. Columbia College, established in 1968, is located in a small mountain community in the Sierra Nevadas, whose economy is based on tourism and natural resources. The District employs a staff of over 1,600 individuals with an annual budget of approximately \$114 million.

Yosemite Community College District Organizational Chart



08/22/16

YOSEMITE COMMUNITY COLLEGE DISTRICT 2016-2017 ORGANIZATIONAL CHART

The District is governed by a seven-member Board of Trustees, elected by citizens of seven distinct sub-areas of the District’s overall service area. Trustees are elected to four-year terms and elections are staggered on two-year intervals to ensure consistency across election cycles. The Community College League of California describes the role of trustees as members “of a lay board that, as a unit, governs through policy; employs a chief executive

ORGANIZATIONAL INFORMATION OF THE DISTRICT AND COLLEGE

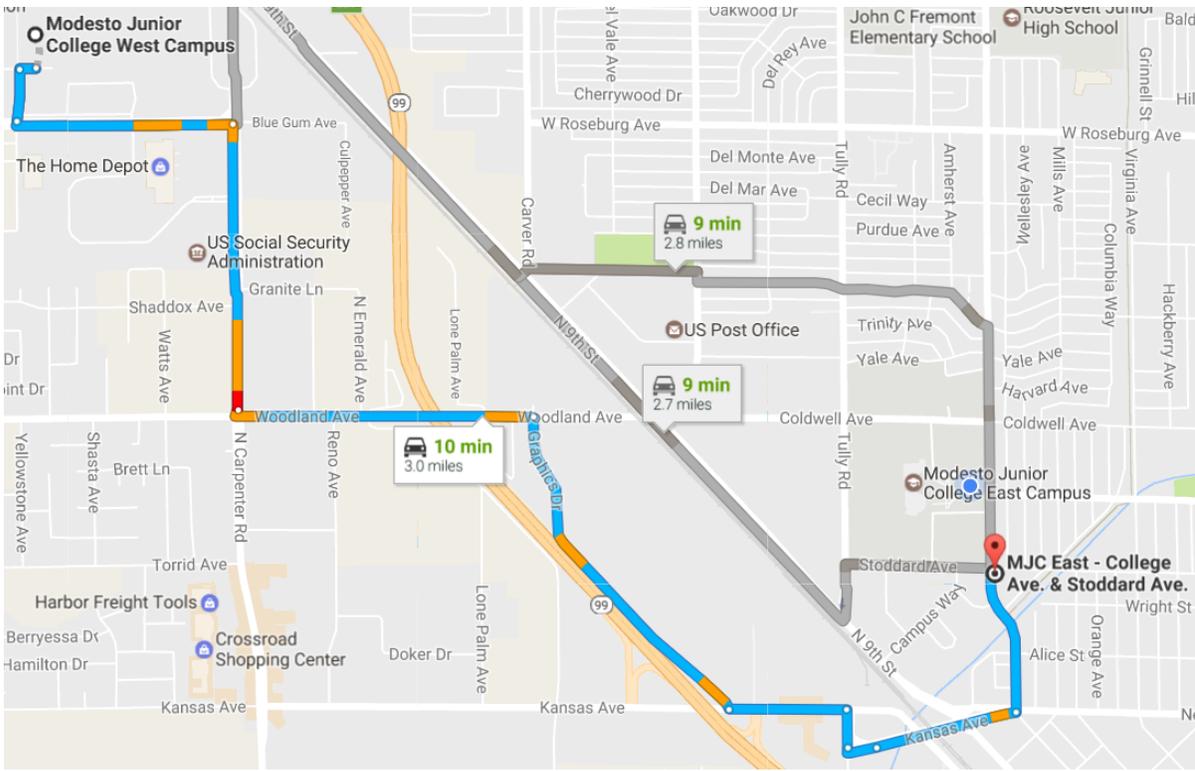
officer as the institutional leader, acts as a community bridge and buffer, creates a climate for student success; defines legal, ethical, and prudent standards for college operations; assures financial health and leads as a thoughtful, educated team”. (need citation)

Yosemite Community College Board of Trustees

| | |
|--------------------------------------|---|
| Area 1 Dr. Lynn Martin | Area 5 Mr. Darin Gharat |
| Area 2 Mr. Don Viss | Area 6 Mrs. Leslie Beggs |
| Area 3 Mr. Abe Rojas | Area 7 Mr. Jon Rodriguez |
| Area 4 Mrs. Anne DeMartini | Student Trustee Siegfried Geutensperger |

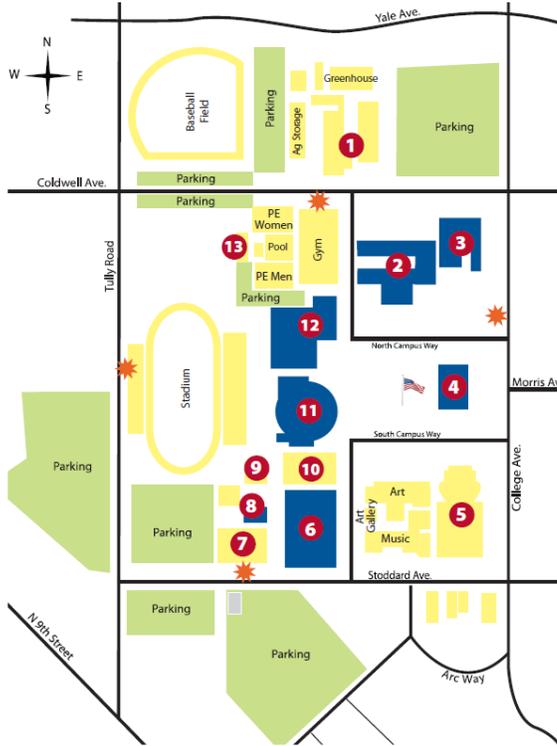
Maps of MJC

MJC operates two campuses approximately three miles apart as a single college, labeled “East” and “West” campus. Faculty, administrators, and students move flexibly between the two campuses. Full support services, including library, counseling, admission and records, and financial aid are available on both campuses. The College provides a bus between the two campuses in partnership with Prime Shine ever thirty minutes.



ORGANIZATIONAL INFORMATION OF THE DISTRICT AND COLLEGE

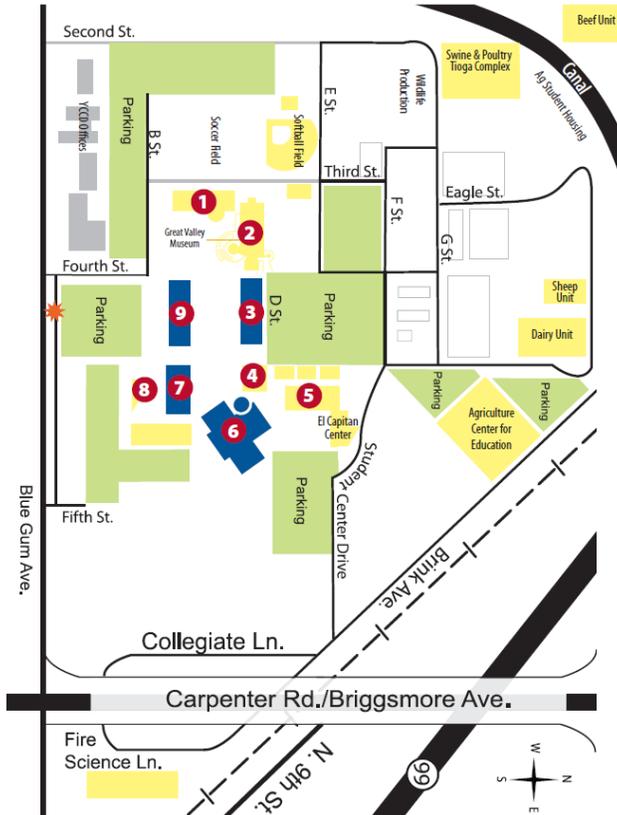
East Campus



MODESTO JUNIOR COLLEGE East Campus Ledger - Student Services Locations (in blue)

- | | |
|--|--|
| <p>1 Agriculture Building (MAGR) Agriculture & Environmental Sciences Division Office</p> <p>2 Center for Advanced Technologies (MCAT)</p> <p>3 Student Services Building Admissions and Records Business Services CalWORKS Counseling Disability Services Education Planning EOP&S Evaluations Financial Aid Pathways Center Student Success Specialists Veterans Services</p> <p>4 Morris Memorial Building Community Education Health Services MJC Foundation President's Office (& other administrative offices) Research Office Scholarship Office Student Success Specialists TRIO SSS TRIO Pre-College</p> <p>5 Performing and Media Arts Center (MPAC) Arts, Humanities & Communication Division Office Music (MMUS) Art (MART) Theatre (MTHETR)</p> <p>6 Founders Hall (MFND) Business, Behavioral & Social Sciences Division Office Literature and Language Arts Division Office Multicultural Learning Center Student Success Specialists</p> | <p>7 Electronics (MELT)</p> <p>8 Campus Security Offices - Phone: 575-6351 DSPS Testing & Resource Lab</p> <p>9 Classroom Annex (MCLS)</p> <p>10 Forum (MFOR)</p> <p>11 Student Center Campus Life & Student Learning Career & Transfer Center Food Services International & Undocumented Students Pirates Bookstore Student Activities Student Success Specialists</p> <p>12 Library and Learning Center (MLIB) Tutoring</p> <p>13 PE Offices (MPEM) Physical, Recreational & Health Ed. Division Office</p> <ul style="list-style-type: none"> • Bathrooms located in every building ★ Prime Shine Pirate Express pick-up (on the quarter and three-quarter hour) |
|--|--|

West Campus



MODESTO JUNIOR COLLEGE West Campus Ledger - Student Services Locations (in blue)

- | |
|--|
| <p>1 Glacier Hall (MGLA) Allied Health Division Office</p> <p>2 Science Community Center (MSCC) Science, Mathematics and Engineering Division Office</p> <p>3 Sierra Hall (MSER) Technical Education Division Office Help Desk</p> <p>4 Ansel Adams Hall (MADM)</p> <p>5 Tenaya Complex (MTAC)</p> <p>6 Mary Stuart Rogers Center (MMSR) Associated Students of MJC Food Services Pirates Bookstore (temporary – first 2 weeks of fall/ spring semesters)</p> <p>7 John Muir Hall (MUIR) Campus Security Offices - Phone: 575-6351 English Language Learner Welcome Center</p> <p>8 MelWuk Child Development Lab (MCDV)</p> <p>9 Yosemite Hall (MYOS) Admissions & Records Career Services Center Counseling Disability Services Education Planning Financial Aid Health Services Library and Learning Center (LLC) Pathways Center Student Success Specialists Testing Center Tutoring</p> <ul style="list-style-type: none"> • Bathrooms located in every building ★ Prime Shine Pirate Express pick-up (on the hour and half hour) |
|--|

ORGANIZATIONAL INFORMATION OF THE DISTRICT AND COLLEGE

Additional Sites Operated by Modesto Junior College

Modesto Junior College East Campus
435 College Ave.
Modesto, CA 95350

Modesto Junior College West Campus
2201 Blue Gum
Modesto, CA 95352

Modesto Junior College Off-Campus
Agriculture
4554 Beckwith Road
Modesto, CA 95358

Modesto Junior College Off-Campus
Agriculture
Grayson, CA

Central Catholic High School
200 S. Carpenter Road
Modesto, CA 95358

Dryden Golf Course
920 Sunset Ave.
Modesto, CA 95351

Patterson Center
201 N. 9th Street
Patterson, CA 95363

Ceres High School
2320 Central Ave.
Ceres, CA

Community Hospice
4368 Spyres Way
Modesto, CA 95356

Doctors Behavioral Health Center
1441 Florida Ave.
Modesto, CA 95350

Emmanual Medical Center
825 Delbon
Turlock, CA 95382

Howard Training Center (HTC)
1424 Stonum Road
Modesto, CA 95351

Kaiser Permanente
1800 Harrison Street
Oakland, CA 94623

Memorial Medical Center
1700 Coffee Rd
Modesto, CA 95355

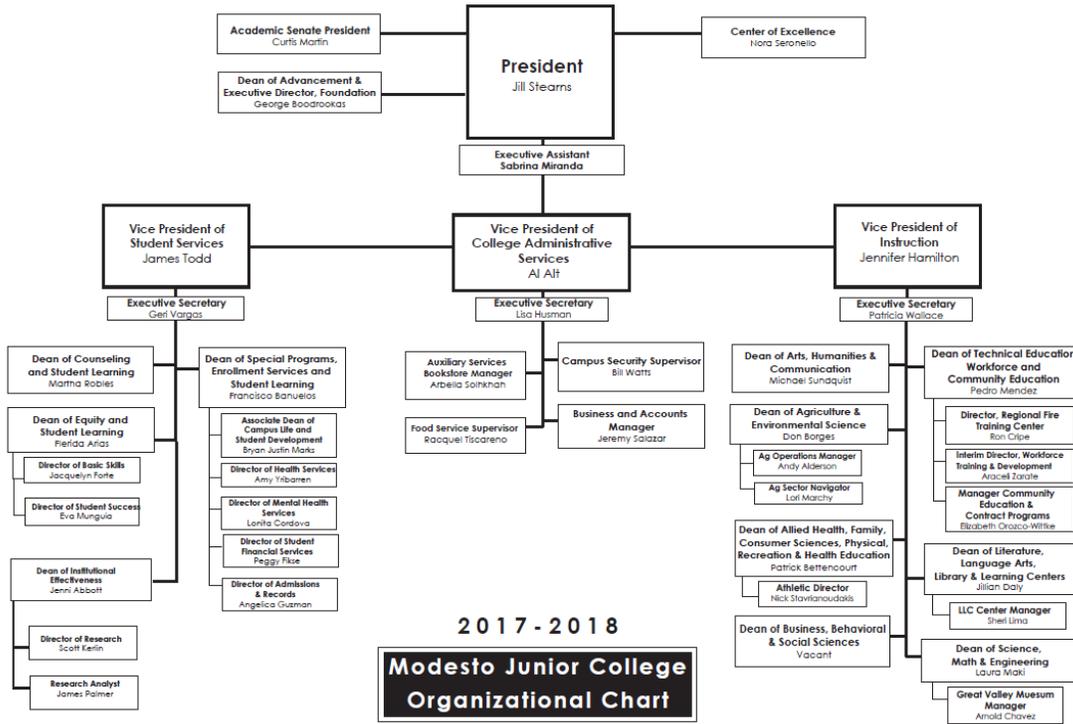
Oak Valley District Hospital
350 South Oak
Oakdale, CA 95360

Optimal Hospice Care
1101 Sylvan Ave., Suite B10
Modesto, CA 95350

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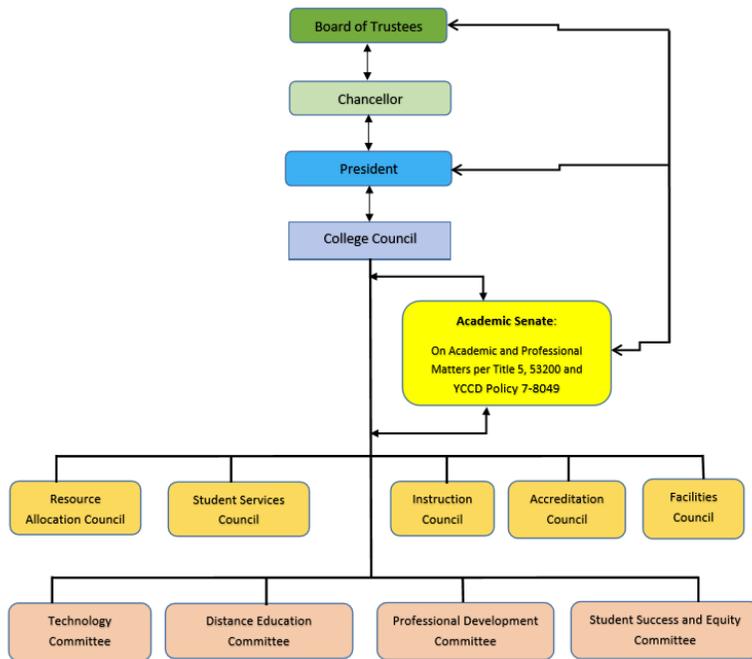
ORGANIZATIONAL INFORMATION OF THE DISTRICT AND COLLEGE

Modesto Junior College Organizational Chart



Revised June 2017

MJC Participatory Decision-Making and Shared Governance Model



MJC is committed to a participatory governance process for decision-making as outlined in its governance handbook, *Engaging All Voices*. Constituency-based councils, representative of students, faculty, classified professionals, and administrators, provide a forum for broad, collegial discussion and recommendations. Committees engage in focused inquiry into specific College priorities and recommend through the council structure.

Yosemite Community College District Functional Map

The colleges in Yosemite Community College District (YCCD), (Modesto Junior College and Columbia College), are each individually accredited by the Commission. In the operations and responsibilities of the YCCD, some standards are primarily satisfied at the college level while others are primarily addressed at the district level. In still others, responsibility is shared mutually by the district and the colleges. The table below provides a functional map to indicate whether the district or the college is primarily responsible for each of the standards. The columns on the right specify where primary, secondary, or shared responsibility lies.

Functional map of college and district responsibilities

| Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity | | |
|--|----------------|-----------------|
| I.A Mission | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6) | P | S |
| 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. | P | S |
| 3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. | SH | SH |
| 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6) | SH | SH |
| B. Assuring Academic Quality and Institutional Effectiveness | | |
| 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. | P | S |
| 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11) | P | S |
| 3. The institution establishes institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11) | P | S |

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| 4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. | P | S |
| 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. | P | S |
| 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies. | P | S |
| 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. | P | S |
| 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. | P | S |
| 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19) | SH | SH |
| C. Institutional Integrity | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20) | P | S |
| 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20) | P | S |

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| 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19) | P | S |
| 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. | P | S |
| 5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. | SH | SH |
| 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials. | P | S |
| 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13) | SH | SH |
| 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. | SH | SH |
| 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. | P | S |
| 10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. | N/A | N/A |
| 11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location. | N/A | N/A |
| 12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21) | P | S |

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| 13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.(ER 21) | SH | SH |
| 14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. | SH | SH |
| Standard II: Student Learning Programs and Support Services | | |
| II.A. Instructional Programs | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11) | P | S |
| 2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. | P | S |
| 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline. | P | S |
| 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. | P | S |
| 5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or | P | S |

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| equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12) | | |
| 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9) | P | S |
| 7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. | P | S |
| 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. | P | S |
| 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10) | P | S |
| 10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10) | P | S |
| 11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. | P | S |
| 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for | P | S |

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| and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12) | | |
| 13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. | P | S |
| 14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. | P | S |
| 15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. | P | S |
| 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. | P | S |
| II.B. Library and Learning Support Services | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17) | P | S |
| 2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. | P | S |

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| <p>3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p> | P | S |
| <p>4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)</p> | P | S |
| II.C. Student Support Services | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| <p>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)</p> | P | S |
| <p>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</p> | P | S |
| <p>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)</p> | P | S |
| <p>4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</p> | P | S |
| <p>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs</p> | P | S |

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| of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. | | |
| 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16) | P | S |
| 7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. | P | S |
| 8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. | SH | SH |
| Standard III: Resources | | |
| III.A. Human Resources | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. | SH | SH |
| 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14) | SH | SH |
| 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. | SH | SH |
| 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established. | SH | SH |

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| <p>5. The institution assures 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.</p> | <p>SH</p> | <p>SH</p> |
| <p>6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</p> | <p>SH</p> | <p>SH</p> |
| <p>7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)</p> | <p>P</p> | <p>S</p> |
| <p>8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</p> | <p>P</p> | <p>S</p> |
| <p>9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)</p> | <p>P</p> | <p>S</p> |
| <p>10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)</p> | <p>P</p> | <p>S</p> |
| <p>11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</p> | <p>S</p> | <p>P</p> |
| <p>12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p> | <p>SH</p> | <p>SH</p> |
| <p>13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</p> | <p>SH</p> | <p>SH</p> |

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| 14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. | SH | SH |
| 15. 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. | S | P |
| III.B. Physical Resources | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. | SH | SH |
| 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. | SH | SH |
| 3. 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. | SH | SH |
| 4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | SH | SH |
| III.C. Technology Resources | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. | SH | SH |
| 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. | SH | SH |
| 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. | SH | SH |
| 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of | SH | SH |

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| technology and technology systems related to its programs, services, and institutional operations. | | |
| 5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. | SH | SH |
| III.D. Financial Resources - Planning | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18) | SH | SH |
| 2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. | SH | SH |
| 3. 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. | SH | SH |
| III.D. Financial Resources - Fiscal Responsibility and Stability | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. | SH | SH |
| 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. | SH | SH |
| 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. | SH | SH |
| 7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | S | P |

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| 8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. | S | P |
| 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. | S | P |
| 10. 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. | SH | SH |
| III.D. Financial Resources - Liabilities | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. | S | P |
| 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards. | S | P |
| 13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. | S | P |
| 14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. | SH | SH |
| 15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. | SH | SH |

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| III.D. Financial Resources - Contractual Agreements | | |
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| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 16. 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 and the quality of its programs, services, and operations. | SH | SH |
| Standard IV: Leadership and Governance | | |
| IV.A. Decision-Making Roles and Processes | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective planning and implementation. | P | S |
| 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees. | SH | SH |
| 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. | SH | SH |
| 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. | P | S |
| 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. | SH | SH |
| 6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution. | P | S |

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| 7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement. | P | S |
| IV. B. Chief Executive Officer | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. | P | S |
| 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. | P | S |
| 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. | P | S |
| 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. | P | S |
| 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. | SH | SH |

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| 6. The CEO works and communicates effectively with the communities served by the institution. | | |
| IV.C. Governing Board | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) | S | P |
| 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. | S | P |
| 3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system. | S | P |
| 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7) | S | P |
| 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. | S | P |
| 6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. | S | P |
| 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. | S | P |
| 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. | SH | SH |
| 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office. | S | P |
| 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly | S | P |

YOSEMITE COMMUNITY COLLEGE DISTRICT FUNCTIONAL MAP

| | | |
|---|----------------|-----------------|
| evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. | | |
| 11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7) | S | P |
| 12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively. | S | P |
| 13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. | SH | SH |
| IV.D. Multi-College Districts or Systems | | |
| Functional Map. P = Primary, S = Secondary, SH = Shared | College | District |
| 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. | SH | SH |
| 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution. | SH | SH |

YOSEMITE COMMUNITY COLLEGE DISTRICT FUNCTIONAL MAP

| | | |
|--|-----------|-----------|
| 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. | S | P |
| 4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges. | SH | SH |
| 5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. | SH | SH |
| 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. | SH | SH |
| 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | SH | SH |

Certification of Continued Institutional Compliance with Eligibility Requirements 1-5

1. Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Modesto Junior College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. The college is an institution of the California Community College system and is authorized to provide educational programs by the California Education Code. [Ref: Letter from ACCJC reaffirming accreditation]

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

In fall 2017, Modesto Junior College enrolled 18,042 credit students, 662 noncredit students, and 3,634 students in its community education offerings. Of the credit students enrolled, 32.7 percent were enrolled full-time, with 86.7 percent of the students identifying a primary goal of pursuing transfer, a degree, or career preparation. Students are enrolled in a variety of courses and programs that lead to Skills Attainment Certificates (locally-developed awards of less than 18 units), Associate Degrees, Associate Degrees for Transfer designed by the state to streamline paths for student graduation and transfer.

3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Modesto Junior College provides a variety of degree options to meet student needs.

- *Associate Degrees for Transfer* are offered for students planning to transfer in certain academic areas to the California State University system. These degrees fulfill university lower division major preparation and general education requirements and are designated AA-T or AS-T depending on whether or not they prepare students to transfer in an arts or science related discipline. Examples of these degrees include the

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY PROCESSES

AA-T English and Psychology, and the AS-T Business Administration. Presently 25 transfer degrees are being offered to MJC students.

- *Associate in Arts (AA)* Degrees are earned in areas such as Fine Arts, Humanities, and Social and Behavioral Science. Modesto Junior College currently offers 15 AA Degrees.
- *Associate in Science (AS)* Degrees are awarded in Science and Technical fields and in occupational programs that provide students with skills and training for immediate entry into the workforce. MJC offers 44 AS degrees in science, technical, and vocational areas.
- *Certificates of Achievement* are awarded in 59 areas of study.
- *Skills Attainment Certificates* are awarded in 22 areas of study.
- *Bachelor of Science* is awarded in Respiratory Care.

The college catalog lists the requirements for all degrees. All associate degrees require a minimum of 60 units to complete and include a General Education component as well as a focused body of coursework within a major, in keeping with the requirements of Title 5, Section 55063. Students entering the college eligible for transfer-level math and English courses and taking 15 units per semester can earn the 60-unit degrees within two years.

Each associate degree recipient must satisfactorily complete a minimum of 60 degree applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete an academic major (at least 18 units in a single discipline or related discipline) as part of the associate degree requirements for the College. All courses in the major must be completed with a grade of C or better.

Bachelor degree recipients must satisfactorily complete a minimum of 120 degree applicable semester units and have a cumulative grade point average of not less than 2.0 (C average). Students are required to complete a minimum of 40 units of upper division coursework in respiratory care and 12 units of upper division General Education coursework.

At the associate and bachelor degree level, General Education (GE) Breadth Requirements are met through satisfactory completion of GE areas as identified in the college catalog. Students earning an associate degree must also meet state competency requirements in reading, composition, and mathematics.

During the 2016-17 academic year, Modesto Junior College offered 3,589 credit sections. Eighty point five percent of the sections were degree-applicable.

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY PROCESSES

The unduplicated credit headcount for the 2016-17 academic year was 22,217. Nearly all students, 98.9% were enrolled in at least one degree-applicable course during that academic year.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Yosemite Community College District Board of Trustees selected Dr. Jill Stearns as the President and Chief Executive Officer (CEO) of Modesto Junior College effective on July 1, 2012. Dr. Stearns' primary responsibility is to the institution and possess the requisite authority to administer board policies at Modesto Junior College. Per YCCD Board Policy, neither the College President nor the District Chancellor is eligible to serve as the President of the Board of Trustees. The District informed the ACCJC of the appointment of President Stearns, who replaced Interim President Mary Retterer.

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Modesto Junior College is evaluated as part of the Yosemite Community College District annual audit conducted by an independent certified public accounting firm. This financial audit also includes testing on federal and state requirements as well as internal control procedures. Audit reports for the fiscal year ending June 30 are taken to the Board of Trustees for approval in December each year. The audit reports are made available via the Yosemite Community College District website under Fiscal Services.

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan Program and/or Federal Pell Grant Programs. Modesto Junior College does not participate in the Direct Loan Program and does not have a three-year cohort loan default rate calculation.

Remaining Eligibility Requirements

MJC's continued compliance with the remaining eligibility requirements is demonstrated within its response to the Standards themselves, in keeping with the directions from the ACCJC. Those eligibility requirements are included as an appendix to this report and hyperlinked to the related Standards to provide an easy reference if needed.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Rights and Responsibilities of the Commission and Member Institutions

Modesto Junior College coordinates its internal accreditation activities through the Accreditation Council. The preparation of the institutional self-evaluation report takes place over a two-year period of time. All constituent groups of the college participate in developing the report. The Accreditation Liaison Officer has the responsibility to communicate and share information throughout the college community. The Faculty Accreditation Co-Chair also serves to keep the campus community informed and to seek input and feedback. Together the ALO and the Faculty Co-Chair make presentations on the Standards and expectations of healthy institutions at Institute Day, College Council meetings, Academic Senate meetings, division meetings, work sessions, and public forums. The ALO, Faculty Co-Chair, and College President all attend trainings and updates with the ACCJC. The ALO, Faculty Co-Chair, and another member of the Accreditation Steering Committee attended the Accreditation Conference with the ACCJC. Together, these activities ensure that the College's leaders remain fully aware of the Standards and expectations and share those broadly with the college community.

Specific activities providing evidence of such communication include Institute Day fall 2016, Institute Day spring 2016 and 2017, College Council agendas, Academic Senate agendas, public forums, and continuous availability of drafts in process posted publicly each week on the MJC website spring 2017. The inclusive process led to College Council approval of the final draft on June 19, 2017. The final version of the Institutional Self-Evaluation Report was posted on the Accreditation website on June 20, 2017 for access by all members of the college community and the public at large.

The College communicates directly with the Commission on matters of Accreditation. Copies of these communications are posted on the Accreditation website [\[link\]](#) along with the history of Accreditation for the institution for easy access by members of the campus community or the public.

Third party comments can be directed to the ALO via a direct link from the Accreditation website. These comments may also be shared during open forums and via direct contact with the Commission. On June 5, 2017, President Jill Stearns sent a collegewide email [ref: include link to copy] to all employees notifying them of the opportunity for submission of third-party comments and the process for doing so. Her communication was posted on the main page of the College's website under "News" for from June 5, 2017 to August 1, 2017 [ref: link to screen shot showing notice under News]. A second notification of the opportunity for third-party comment will be sent out by the president in late July, 2017, including a deadline for receipt by August 15, 2017, in order to provide the Commission the requisite five-week timeline prior to the site visit in early October. When received locally, such comments will be provided to the Commission for consideration. At this time, no such third-party comments have been received. Formal student complaints and grievances are on

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

file in the office of the Vice President of Student Services, Dr. James Todd, and are available for review by members of the visiting team, in accord with federal regulations.

In 2014, the College submitted to the Commission and was approved for a substantive change to acknowledge programs that could potentially be earned with greater than 50% online instruction. A second such report was submitted to the Commission in 2016. An initial substantive change proposal was submitted in 2015 regarding the baccalaureate degree in respiratory care. Following initial ACCJC approval, Modesto Junior College submitted a second substantive change proposal for the baccalaureate degree in 2017 including the refined requirements for upper division general education coursework. Approval was received March 27, 2017. In addition, MJC submitted a substantive change proposal for a number of new degrees and certificates in the areas of dance, irrigation, logistics, veterinary technology, and manufacturing technology that was approved November 21, 2016. Records of these proposals and approvals are found on the Accreditation website [2].

Prior to the evaluation site visit in October 2017, the college will review the evaluation team members and report any conflicts of interest or concern to the Commission before the team composition is finalized, in accordance with this policy [43]. The College will also provide unfettered access for communication between the evaluation team and all relevant constituency groups while ensuring that professional organizations, collective bargaining groups, and special interest groups do not impede or interfere with the evaluation team's work, as required by this policy [43]. Upon receipt of the External Evaluation Report and the Commission's action letter, they will be posted on the Accreditation website for public view.

Policy on Institutional Degrees and Credits

Modesto Junior College follows regulations of the California Community Colleges regarding number of units of credit for an Associate degree, a Bachelor degree, and the number of hours of student work per unit of credit. Title 5, Section 55063, requires satisfactory completion of a minimum of 60 units of degree applicable credit to earn an associate degree [39]. Every degree at the College meets this requirement. In accordance with Senate Bill 850, the baccalaureate degree requires a minimum of 120 units of degree applicable credit. ([SB 850](#))

To award credit for courses, the College follows guidelines published by the CCCC regarding hours and units calculations [47]. The College and District are on a compressed academic calendar with a Term Length Multiplier of 16.4 weeks [10]. Within these terms, the college requires 54 total hours of student time per unit of credit, in accordance with this policy. Student hours are configured as 18 in-class lecture hours plus 36 out-of-class independent effort inclusive of homework, reading, and projects, for a total of 54 hours per unit of *lecture* credit, or 54 in-class hours per unit of *laboratory* credit. Each Course Outline of Record includes the units and hours of in-class time required. The College's curriculum management system is programmed to highlight any discrepancies from this standard and prohibit advancing the course proposal until errors are corrected. In addition, members of the Curriculum Committee review the units and hours for accuracy.

Policy on Transfer of Credit

Modesto Junior College has established clear policies on the transfer of credit from other institutions and publishes them in the [college catalog](#) page 61. The document describes policies for transferring credit that are fair and equitable to all students. These policies balance students' desire for credit for previous coursework with the institution's need to ensure completion of quality coursework from accredited institutions, thereby maintaining the quality and integrity of the College's own degrees and certificates. The institutional quality of the sending institution is the first concern. The first line of the document states, "Lower division credit will be accepted from institutions listed as being accredited by one of the six regionally accrediting associations that are recognized by the United States Secretary of Education." Appropriate limits on units and course levels are provided. Students with international coursework are referred to an external agency to evaluate that coursework and determine equivalencies applicable to American institutions.

Specific course-to-course articulations are reviewed by the college's Articulation Officer, in concert with discipline faculty as needed, and with full attention to the quality of the course outline and syllabus as offered at the previous institution compared with comparable courses at MJC. Topics, objectives, course hours, units, and prerequisites are examined for alignment with MJC's course. Appropriate unit conversions are determined if necessary, such as for courses from a college on the quarter system.

All students are encouraged to submit previous coursework for equivalency determination by counselors and advisors. When direct, course-to-course articulation is not evident, the College also provides procedures for course substitution for major or general education requirements. That is, another college's course may not be sufficiently similar to establish a course-to-course articulation, but that college's course may be sufficient to fulfill a requirement for graduation. Thorough procedures for course substitutions are included in these guidelines.

Policy on Distance Education and on Correspondence Education

Distance learning at Modesto Junior College is characterized by the same expectations for quality, integrity, and effectiveness that apply to more traditional modes of instruction. The most prevalent type of distance education courses at the College are offered fully online or as hybrid offerings consisting of a blend of online and face-to-face activities. The College also partners with Columbia College to support a cohort of Associate Degree in Nursing students to complete MJC coursework on the Columbia campus via two-way broadcast between lecture rooms on the two campuses. The college does not engage in any correspondence education.

Nursing courses are coordinated through MJC and consist of a lecture portion transmitted from Glacier Hall on the MJC campus to a small lecture room in the Redbud building on the Columbia campus. A nursing faculty member is on staff with MJC but stationed at Columbia to assist with questions regarding lecture and to run the laboratory and clinical learning activities of the courses on site at Columbia College and at area hospitals. Faculty and staff in

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

this program are trained on the effective use of the video transmission equipment. Because the lectures are held simultaneously at both colleges, the academic quality of the learning experience is identical in both locations, and it is by nature comparable to a fully face-to-face traditional learning experience.

The remainder of the College's distance education coursework is served by the Distance Education Coordinator, Michael Smedshammer, a faculty member charged with training and overseeing the quality of online and hybrid courses. Prior to being offered as distance education (DE), all courses must be reviewed and approved for the specific modality by the Curriculum Committee which ensures that the course itself is appropriate to the mission of the college and that its outcomes and objectives can be fully achieved by the designated DE methods of instruction. All courses and programs at the institution have well defined student learning outcomes, and all offerings of any given course are required to meet those student learning outcomes regardless of delivery modality.

Prior to teaching in the online environment, faculty members are required to complete a thorough training program with the Distance Education Coordinator. This thorough training includes technical skill development in building online courses through the Canvas learning management system, effective pedagogy for DE, requirements for appropriate student-teacher interaction, effective methods to carry out that interaction, and development of an actual online course that is evaluated by the DE Coordinator against a rubric of expectations.

All online faculty are also trained in the requirements to verify that the actual student is participating in course activities and earning credit. At a minimum, identity verification involves a secure log-in and password issued by the College and sent to the student via his or her official student email address. The training covers additional authentication methods, such as video conferencing, photo identification, and others. In short, the faculty are trained on their responsibility to ensure that the student of record is completing the course work.

MJC notified the Commission as to degrees affected by its initial foray into DE in 2014 [34]. At that time, the College was approved to offer 37 Associate degrees and four certificates at 50 percent or more via DE [45]. On March 28, 2016, the College again submitted and was approved for a Substantive Change Proposal regarding Distance Education to update the Commission [33, 44]. It should be noted that these calculations represent hypothetical degree completion based on the existence of permission to teach a course via DE, not an actual pattern of coursework that any given student has actually completed.

Policy on Representation of Accredited Status

Information about the College's accreditation status is posted on the Accreditation website [2], which is located one click from the main page [17] under *About Us Accreditation* in the navigation header, in keeping with this policy. The College's accreditation status is recorded on the webpage in accordance with the language specified in this policy:

Figure 28 - Representation of Accreditation Status on College Website

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

The Accreditation website also includes links to all reports and communications regarding the college to present a complete and unfiltered view of the college's accreditation status to the community.

Policy on Student and Public Complaints against Institutions

Modesto Junior College has in place student grievance and public complaint policies that are reasonable, fairly administered, and well publicized. Board Policy 5530 requires the colleges to develop means by which student grievances and complaints may be heard [8] and provides a listing of those types of complaints that go beyond college-level input, including violations of state regulations, Titles VI, VII and IX, and Section 504 of the Rehabilitation Act, directing complainants instead to the Vice Chancellor of Human Resources.

Student grievance and complaint procedures are fully described on page 370 of the Catalog and on the Student Services website under Student Complaint Procedures and Information. ([Catalog – Student Rights, p. 370](#); [Website Complaint page](#)) In accordance with this policy, the Modesto Junior College Complaint Form [12] is a written form with fields for the complainant's name and address. Processes for addressing student complaints are followed as outlines in these documents.

General complaints against the institution are addressed on the Complaint Procedure webpage [18]. This page provides links to Board Policies [7-8006](#) – Citizen Complaints Concerning Employees, [7-8039](#) – Complaints Concerning Employees, [5530](#) – Complaint Policy, and [4-8063](#) – Complaints Concerning Instructional Materials. The page instructs complainants to complete the Modesto Junior College Complaint Form [12] and submit it to the appropriate administrator or office using a provided [Complaint Flowchart](#).

Complaints against the institution can also be made via the link to the ALO's email on the Accreditation website via email or in person to either the College President, a Vice President, or any other official of the College.

When received, these complaints are reviewed with the President and any other involved parties. Complainants are contacted and remedies are pursued. Should a complainant be unsatisfied with these responses and/or request the opportunity to provide a complaint to the Commission, they are provided contact information and told of the requirement to include their name and address when contacting the Commission.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs, services, and opportunities offered by Modesto Junior College are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities of the college. Typical activities include attendance at college and career fairs at local high schools, booth at the annual Stanislaus County Fair, Facebook advertisements, bus advertisements, movie theater ads, radio spots, and audio ads about college opportunities on Pandora. The College recently summarized its advertising activities in a for members of the Board of Trustees, who examined the information for compliance with this policy and to

CERTIFICATION OF CONTINUED COMPLIANCE WITH COMMISSION POLICIES

assist in getting the word out about Modesto Junior College's programs [ref to summary sent to BOT in January].

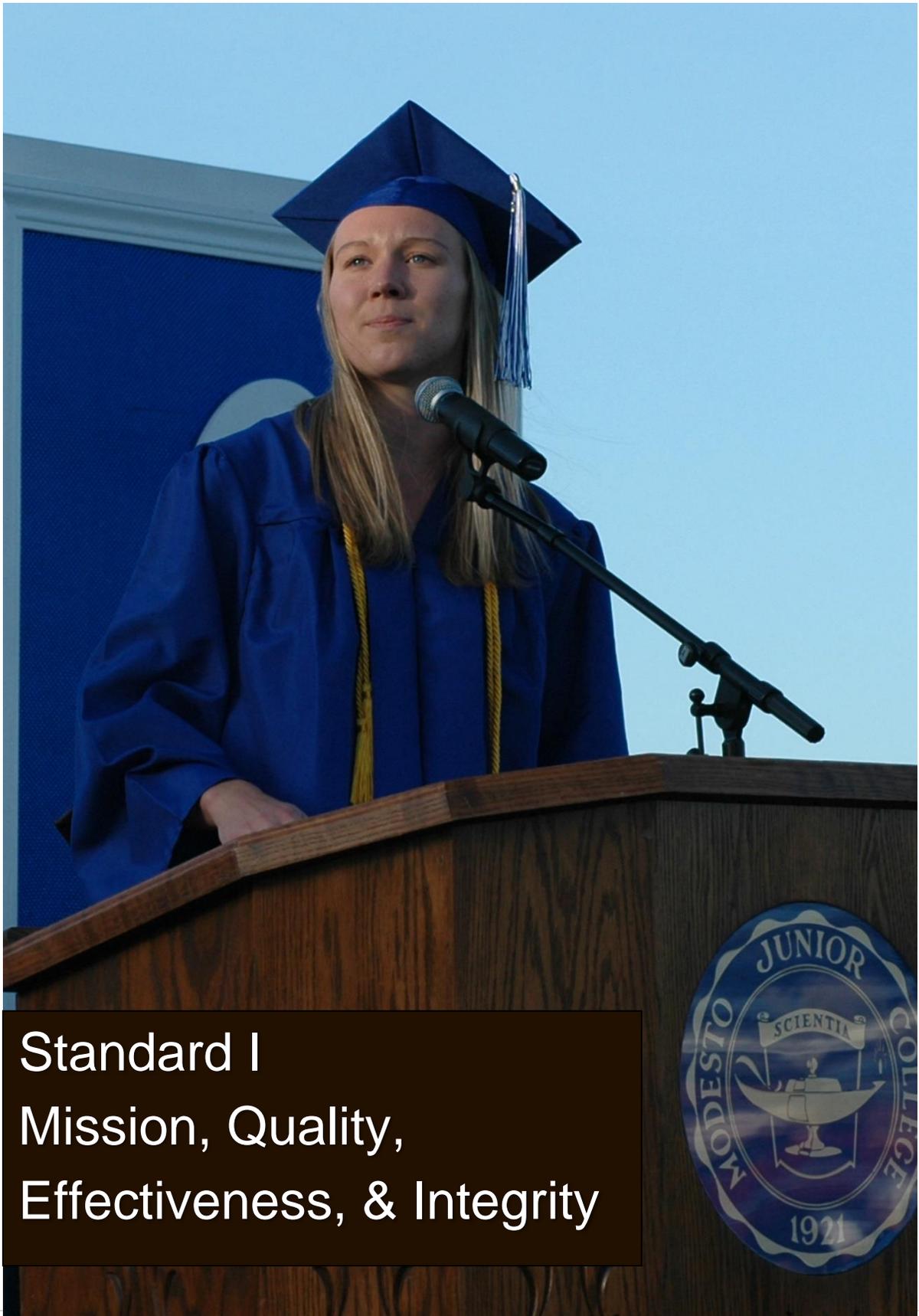
Promotional literature focuses on academic programs, areas of coursework and interest, and special support programs available to students. Typical examples include a "flip book" listing CTE areas of study on one side and Associate Degrees for Transfer on the other, flyers for individual degree or certificate pathways, and the benefits of participating in TRiO or EOPS. The College Catalog provides thorough information about the institution, including contact information, mission, purposes, requirements, prerequisites, rules of conduct, academic freedom, statements of nondiscrimination, and others. The name and area of expertise of each faculty member are listed, as are the names of the members of the Board of Trustees and college administrators. The College's accreditation status is presented in the Catalog in a manner consistent with this policy, as shown in the figure below.

Policy on Contractual Relationships with non-Regionally Accredited Organizations

Modesto Junior College does not contract responsibilities for programs and services with any non-regionally accredited organizations.

Policy on Institutional Compliance with Title IV

The Department of Education specifies that institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to a loss of the Direct Loan. Modesto Junior College does not participate in the Direct Loan program and subsequently does not have a cohort default rate.



Standard I
Mission, Quality,
Effectiveness, & Integrity

STANDARD I: MISSION, QUALITY, EFFECTIVENESS, & INTEGRITY

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A: Mission

I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard:

The Modesto Junior College (MJC) mission, supported by the vision, and values, describes the College's commitment to student learning and achievement as well as its educational philosophy. It addresses the College educational purposes, intended student population, types of degrees and credentials offered, and commitment to student learning and success. The College mission meets the criteria established in the [California Education Code 66010.4](#). MJC's vision and values support the mission, articulating how the College approaches its work as a learning-centered institution. The Mission, Vision, and Values are posted on the MJC website and prominently published in the College Catalog. ([Governance and Planning Website](#), [Catalog](#))

MJC Mission Statement

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community.

([Minutes – College Council 4/11/16](#); [Minutes - BOT 5/11/16](#))

Vision Statement

MJC will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world. The college is the first choice for educational excellence in our community. ([Mission Statement Workshop Summary](#))

Value Statement

Education is the reason our institution exists. To this end, we value innovation, professionalism, integrity, and responsible stewardship. We foster respect for and interest in the diverse individuals and histories of our community. These values are foundational to the way we shape our programs and services, make and communicate decisions,

STANDARD I: MISSION, QUALITY, EFFECTIVENESS, & INTEGRITY

reinforce collaborative relationships within our community and promote civic engagement. ([Strategic Plan pgs. 5-6](#))

The College mission guides the broad educational purpose of the College through the development of instructional programs, administrative units, and student support services. Program review, which informs all college decision-making, requires program personnel to describe how the program purpose relates to the mission of the College. ([Program Review](#)) Moreover, the MJC mission is aligned with the YCCD mission, which reads: “The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.” ([YCCD Mission](#)).

The mission describes the student population as those seeking a dynamic, innovative, undergraduate education from the ever-changing populations of the regional community. The region is defined by the geographical areas represented by the Board of Trustees (Tuolumne, Calaveras, San Joaquin, Stanislaus, and Merced Counties). ([Trustees Areas Map](#)) Students from the service area include high school students with dual enrollment, recent graduates, English learners, and adult re-entry students, all of whom are represented on campus. Targeted services are in place to assist the diverse needs of all students and a dedicated group of Student Success Specialists work full-time to support new students as they matriculate into the college. ([SSSP Targeted Community Outreach 2016-2017](#), [SSSP Targeted High School Outreach 2016-2017](#), [EL Website](#), [DSPS](#)) As an open enrollment, Hispanic-serving institution, the College serves more than 24,000 students (FTES: 14,686). ([Scorecard](#)) The student population of MJC continually changes, based on the diverse makeup of the service area. The College regularly reviews the makeup of its student population as evidenced by the disaggregated set of enrollment data included in the campus-wide discussion of the Education Master Plan and Student Equity Plan development. ([Student Equity Plan pgs. 13, 19, 27-30, 37, 43](#))

The mission guides dynamic, innovative, undergraduate programs, regardless of the mode of delivery. MJC online courses and services accommodate the learning preferences of its diverse student populations and expand access to the local service area. ([Online Student Resources](#)) MJC provides model online courses to meet the needs of students for whom anytime, anywhere access to education is essential. ([snapshot of model online course](#)) The Distance Education (DE) Plan was developed to align with the college and district-wide mission and vision statements. ([Distance Education Plan](#)) The DE Plan actively guides the continual evolution and improvement of distance education at MJC and directly supports the mission of the College.

MJC’s educational purpose focuses on student learning and achievement and is appropriate to an institution of higher learning. The College aligns with the California Community College’s mission as defined by Education Code 66010.4. ([California Education Code Section 66010.4](#)) As an open-access, community college in California, MJC is committed to offering excellent programs and services for students pursuing transfer, career and technical education, and basic skills remediation needed to prepare students for college level coursework. ([University Prep Pathway](#), [CTE Pathway](#), and [Basic Skills Programs](#), [English](#)

STANDARD I: MISSION, QUALITY, EFFECTIVENESS, & INTEGRITY

[Acceleration](#)) MJC’s mission illustrates its dedication to student learning and student achievement, skills development, and career preparation through excellence in teaching and in continuously developing an environment in which students can thrive.

MJC is an Achieving the Dream (ATD) College. The ATD framework, including collegewide ATD Data Summits, helps identify student performance areas in which College programs and services can be strengthened. ([ATD Data Summit 2016](#)) The College mission is central to institutional planning, which relies on internal and external data to identify the educational needs of students and the community and to measure progress toward meeting those needs. ([Research and Planning Office: MJC Fact Book](#), [REPLACE FACTBOOK Datamart](#), [Scorecard](#), [IR Dashboard](#), [Program Review Data](#), [Assessment Data in eLumen](#), [CCSEE](#), [Key Performance Indicator](#)). Analysis of these data informs program and institutional planning through program review, the strategic planning process, and the implementation of the Education Master Plan. Data from external surveys and scans identify target occupations and potential new programs, and describe gaps and educational opportunities ([COE Regional Scan](#))

MJC’s degrees, credentials, and certificates are developed and offered in support of the college mission. MJC’s mission emphasizes institutional commitment to “dynamic, innovative, undergraduate” education. The College offers academic and vocational instruction for students of all ages and readiness. Its programs focus on preparing students for transfer and to enter the workforce. MJC offers 79 degrees (AAT, AST, AA, AS) and 77 Certificates and Skills Recognitions. ([MJC Instruction Website - Degrees](#)) Of those degrees, certificates, and skills recognitions, 48 are Career Technical Education (CTE), and one is a bachelor’s degree in respiratory care. Direct input from advisory committees ensures that CTE program curriculum is relevant and current. ([Substantive Change: New Degrees and Certificates 2016](#))

The MJC mission statement demonstrates the institution’s commitment to student learning and student achievement in its opening sentence: “MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning”. Institutional Learning Outcomes (ILOs) demonstrate this commitment to the intersection of learning and achievement in core competency areas. ([Outcomes Assessment](#)) The identified ILOs directly support the college mission of developing intellect, creativity, character, and abilities:

- Communication
- Creative, Critical and Analytical Thinking
- Cultural Literacy and Social Responsibility
- Information and Technology Literacy
- Personal and Professional Development

The broad educational purpose of the College as described in the mission is to serve “the ever-changing populations and workforce needs of our regional community” by “transforming lives through programs and services informed by the latest scholarship of teaching and learning.” College faculty ensure a comprehensive curriculum process through the review and development of dynamic and innovative courses and programs that meet the

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highest standards of scholarship and professional development. ([Curriculum Review Process](#)) The mission guides program development that is responsive to the needs of students and the community through regular administrative, program, and student services unit review to support student learning and student achievement. ([Program review template 2017](#))

The College demonstrates its commitment to its mission of student learning and student achievement through the MJC Strategic Plan (SP) and Education Master Plan (EMP). The SP provides measurable, guiding directions that help the College report its accountability to the community. ([Strategic Plan](#)) Faculty and administrators developed the EMP through vibrant discussions of environmental and institutional trend and demographic data at division meetings through a series of charrettes. ([EMP Data Elements](#)) More than 200 college constituents participated in the charrettes, submitting written recommendations following discussions. The feedback was synthesized and categorized into themes that were then shared campus-wide through an electronic survey and developed into a working plan. ([EMP survey results](#)) The MJC Education Master Plan was approved by College Council on March 13, 2017. ([Minutes – College Council 3/17/17](#))

The EMP identifies four priorities in support of the mission statement, further articulating the college commitment to student learning and student achievement: ([Education Master Plan](#))

- Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
- Institutional culture and transformational change
- Student-focused education and support that leads to completion (extraordinary, holistic services)
- Evidence-based assessment, refinement, and sustainable practices.

A five-year work plan was developed to address the EMP priorities, including specific objectives, activities, and timelines. ([EMP Work Plan, p. 23-29](#)) Implementation of the EMP will produce and document recommendations for a variety of programs and services that increase student learning and achievement. ([EMP Appendix A](#))



In 2016, MJC reviewed and revised the mission statement to reflect the expanded educational opportunities afforded by the approved baccalaureate degree in respiratory care. ([Substantive Change: BA Respiratory Care](#)) The revised mission was approved on 4/11/2016 and was approved by the Yosemite Community College District (YCCD) Board of Trustees on 5/11/2016. MJC will offer its baccalaureate program in respiratory care beginning fall semester of 2017.

Student demand for the baccalaureate degree was established with environmental data provided by the Central Region Center of Excellence. ([COE Regional Scan](#)). An important factor in developing the program was the recommendation by the Commission on Accreditation for Respiratory Care (CoARC) and the American Association of Respiratory Care (AARC) that Respiratory Care providers hold a bachelor's level credential. ([CoARC Accreditation Standards](#)) Recommendations from the Respiratory Care Advisory Committee

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drove program development and refinement. ([Minutes – Respiratory Care Advisory Committee 12/7/15](#))

Analysis and Evaluation:

MJC's mission demonstrates its deep commitment to student learning and student achievement. The College's educational philosophy supporting this commitment is articulated in its Strategic Plan and Education Master Plan, focusing on student success in all of its manifestations. All programming, courses, curricula, degrees and certificates stem from these institutional plans and serve the diverse student populations addressed in the mission. The MJC mission describes the institution's broad educational purposes, its intended student population, and the types of degrees and other credentials offered. Most importantly, the College Mission articulates its commitment to student learning and student achievement, supported by the programs and services offered at the institution and the dedication of its faculty, administrators, and classified professionals.

I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard:

MJC is continuously increasing its capacity to collect, understand, and use data to meet its mission. The College approved a Strategic Plan (SP) that directly supports the mission of the institution. The strategic directions and goals outline specific and measurable ways in which the College implements its mission. ([Strategic Plan](#); [Minutes – College Council 11/28/16 Strategic Plan](#)) Strengthening the structures and processes that assess programs, services, and activities is a college priority. In support of the mission, the MJC governance document, Engaging All Voices, outlines specific guiding principles for decisions, including consistent data analysis, clear articulation of recommendations, opportunities for all stakeholders to participate, and a foundational anchor to student success. ([Engaging All Voices pgs. 5 & 17](#)) Councils, workgroups, and committees analyze data to make recommendations related to their charges in support of the College mission and strategic plans. (minutes from Councils, including [hiring](#), [enrollment counts](#), [Hiring Prioritization Website](#), [2016/2017 Hiring Prioritization Document](#))

The College analyzes programs and services and sets goals to measure how it meets the mission through several organizational structures and processes. Program review provides deep analysis of program effectiveness and is foundational to other assessment processes. ([Program review template, 2017](#)) Faculty and program personnel assess and report student learning outcomes that measure learning and inform institutional refinement. ([PLO, GELO, and ILO Assessment Webpage](#)) Annual ATD Data Summits enable college stakeholders to review trend data and set goals. ([ATD Data Summit](#); [ATD Data Summit 2017](#)) Progress and Self-Evaluation forms document workgroup research of evidence-based models to meet the priorities of the Education Master Plan (EMP), which are shared with the college councils.

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([Progress and Self-Evaluation form](#)) An all-council Assessment, Reflection, and Celebration Day provides an opportunity to review campus progress toward meeting the MJC mission. ([Assessment Day agenda 5/4/17](#), [Assessment Day Summary 5/4/17](#))

Data and analysis help set institutional priorities and drive decision-making for ongoing quality programming, effective student support, and timely workforce placement that meet the College mission. The EMP, developed from campus-wide assessment of institutional data, integrates the priorities of existing plans, linking all activities to the SP and other relevant initiatives. ([LLR Agenda 10/20/16](#), [LLR Minutes 10/20/16](#), [EMP Charrettes](#); [EMP logic model](#)) College stakeholders have the ability to access disaggregated student success, retention, and completion data through Institutional Research Office dashboards in order to assess how programs are serving the “ever-changing populations and workforce needs of the regional community”. College councils use these data to inform the hiring prioritization process, equity activities, course scheduling leading to degree attainment, and for continuous quality improvement at the course, program, department, and institutional level. ([Research and Planning Website](#), [IR Dashboard](#))

In addition to quantitative data, the College values qualitative feedback collected through survey instruments and focus groups. ([Candy Bar Survey](#), [CCSSE 2015 Key Findings](#), [Equity Focus Group](#)) Faculty and administrators review course and program data as MJC works to close equity gaps evident in course achievement rates. ([Student Equity Plan](#), [CUE Leaders Initiative](#)) Department and division assessments, program review, and College Council review of institutional processes are used to continuously assess and improve the quality of student programs and services that meet the College mission. ([Program Review example](#), [Council Evaluations](#), [Minutes that discuss evaluations](#); [CC Minutes re: evaluations](#); [DSPS Retreat Agenda](#); [EOPS Agenda 2016](#), [EOPS Agenda 2017](#))

Assessment results lead to focused professional development and planning that prepares faculty, administrators, and classified professionals to develop innovative programs and services. For example:

- English faculty addressed low persistence rates in basic skills English courses by learning about acceleration through the California Acceleration Project and developing a College model ([English Department Program Review, 2016](#))
- Student feedback about services in the 2015 “Candy Bar Survey” was instrumental in the design of the Developing Hispanic-Serving Institutions (Title V) grant: “Removing Barriers for High Need Students”, which enabled a redesign of the Student Services division ([Candy Bar Survey](#); [Title V Grant Abstract](#))
- Evidence of student equity gaps led to campus-wide mini-grants to pilot interventions and services that address disproportionate student impact ([Funded Mini-Grants, 2016](#))
- CTE faculty engaged in deep review of student achievement data to identify needs and develop program improvements through the Strong Workforce Initiative. ([SW Proposals](#))

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The Respiratory Care Baccalaureate program was developed from environmental data and advisory committee feedback that established the need for a bachelor-level degree in the field. The Respiratory Care Task Force developed eligibility criteria and an application process that ensured the program would align with the open access mission of California Community Colleges. ([Baccalaureate Eligibility](#), [Baccalaureate Application](#)) A College Respiratory Care Task Force designed the program delivery model to meet the needs of working adults. Students will enroll in hybrid courses, with face-to-face classes one night each week combined with online instruction. ([Baccalaureate Degree Schedule](#))

Analysis and Evaluation:

MJC uses well-defined structures and processes to assess how well it meets its mission. The College wrote its EMP and Strategic Plan in direct support of the mission. All other plans and initiatives link directly to the mission through the EMP. ([Strategic Plan](#), [EMP](#)) Annual Reports submitted to ACCJC document the improvement of institutional practices that meet the College mission. ([Annual Report 2016](#), [Annual Report 2015](#)) With the implementation of a comprehensive program review platform and easily accessed local sources of data (e.g. the institutional data dashboard), MJC has strengthened its structures and processes to enable better analysis and decision-making, based on assessment results. eLumen supports analysis of assessment data at the course, program, department, service, and institutional areas, linking progress to the level of individual students and assisting in the ongoing conversation to identify and address discrete skill gaps. ([Instructional Learning Outcomes Data Dashboard](#), [SLO Manual](#))

The approval of the baccalaureate degree illustrates how MJC is using data to make programmatic improvements. ([CCCCO approval letter](#), [Sub change Resp Care](#)) As curriculum for this degree has been developed and approved, SLOs at both the local level and for external certifications have been embedded into the program. ([Program Curriculum for B.S. in Respiratory Care](#))

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

The Mission Statement for MJC guides planning and decision making. The decision making document, *Engaging All Voices*, outlines how the decision making process connects to the mission. ([EAV, p. 5 to 7 of 2017 version](#)) Program review is linked to the College mission and drives resource allocation (physical plant, fiscal, or human) following review and affirmation by the appropriate council. ([Minutes - Resource Allocation Council 1/13/17](#), [IELM Funding Requests 2017 2016-2017 IC Hiring prioritization](#)) All allocations must be justified as serving the mission. The mission is kept to the fore in communications via

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agendas, minutes, notes, and email. ([Minutes - College Council 4/10/2017](#), [Agenda – College Council 4/11/16](#), [Dean’s Cabinet Email](#), [BBSS division meeting agendas](#), [division minutes](#))

The mission of the college guides all planning agendas. The College engaged in the development of its Education Master Plan from wide review of environmental and institutional data that reflected the student population and community it serves. Other strategic plans are developed in support of the mission, including the College Technology Plan, the Distance Education Plan, the Student Success and Support Program, the Student Equity Plan, and the Basic Skills Initiative. ([Technology Plan](#), [Distance Education Plan](#), [SSSP](#), [Equity Plan](#), [Basic Skills Plan](#), [Student Equity Plan](#)) All MJC plans link to the College mission and include evaluation measures to assess outcomes.

Program review serves as a key instrument in planning and decision processes, providing a platform in which to analyze student learning and student achievement data. Through the review process, departments clarify and evaluate their role in helping to achieve the College mission. Resource requests must link to the mission of the college through program review. ([Program review template](#))

Personnel, at all levels of the institution, understand how their roles further the mission of the college. Regular employee evaluations include assessment of duties as well as processes to set measurable personal goals and improve performance. ([CSEA Evaluation forms](#), [YFA Evaluation Forms](#), [LTAC Management Evaluation Forms](#)) The College convenes two Institute Days each year, one at the beginning of the fall semester, and one at the beginning of the spring semester. These days bring together all administrators, faculty, and classified professionals to discuss ongoing priorities and ways the work of the institution is fulfilling its mission. ([Institute Day Agendas](#))

Professional development is targeted toward improving interactions with students. The College engaged the Disney Institute to provide focused training on individual purpose and ways to serve for administrators, faculty, and classified professionals. From that training, seven themes were developed and shared with managers and classified professionals. A training outline labeled “Purpose Trumps Task” was developed for all managers to use with department staff in identifying individual and department purpose at the institution. ([Disney service themes](#), [Disney Purpose module](#))

Decision-making bodies at the College demonstrate alignment of planning, pilot projects, and resource allocation with student learning and student achievement by adhering to the council charges and their guiding principles. ([RAC Website](#)) Decisions at the College are supported by data, analysis, and requests developed from regular program review. (PR sample) The participatory governance document, Engaging All Voices, expressly lists the support and evaluation of student learning outcomes as a primary responsibility of every council. ([Engaging All Voices 2017 - Council Responsibilities](#)) All councils of the College base recommendations on analysis of student achievement and student learning outcomes:

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- College Council recently approved the MJC Education Master Plan (EMP), which prioritized activities to increase student learning and student achievement. ([EMP, p. 23, 28](#))
- College Council regularly reviews student achievement goals set in conjunction with the Institutional Effectiveness Partnership Initiative (IEPI) and Institutional Learning Outcomes (ILOs). ([2016-2017 IEPI Goals](#), [Minutes - College Council 3/13/17](#); [ILOs](#)) ([CC minutes from June 12, 2017 re: ILOs](#))
- The Resource Allocation Council (RAC) allocates available funding based on resource requests developed from program review. ([Resource Allocation Council 2014-2015 Instructional Equipment Rubric](#))
- The Instruction Council identifies prioritized hiring lists for new faculty positions from needs identified to support the mission in program review. ([IC minutes](#); [Hiring Prioritization List](#))
- The College has developed a data dashboard that specifically tracks disaggregated Institutional Learning Outcomes and General Education Learning Outcomes for review in councils. ([IR Dashboard](#))



The baccalaureate program aligns with the institutional mission by directly addressing an emerging, undergraduate workforce need in the regional community. Planning, budgeting, hiring, and curricular design for the program are rooted in the mission statement, as the degree was conceived in response to the demand from employers for respiratory care professionals in the Central Valley. The respiratory care accrediting body (CoARC) recommends that respiratory care professionals hold a bachelor's level degree, making the baccalaureate program an important educational step for students pursuing this career pathway. ([CoArc](#), [Sub change Resp Care](#) ; [Baccalaureate Degree in Respiratory Care Program Plan](#))

The institution includes the baccalaureate degree program needs in its decision-making and planning processes, including the annual hiring prioritization process, undertaken by the Instruction Council. ([Minutes - Instruction Council 11/17/15](#)) The College submitted a substantive change to the ACCJC outlining the priorities, alignment with the College mission, and the decision-making process that led to the development of the program. ([Sub change Resp Care](#)) Program faculty developed Course Outline Records (CORs) to meet upper division requirements. ([Baccalaureate COR Examples](#))

Analysis and Evaluation:

The Mission statement is foundational to the plans and resulting processes at Modesto Junior College. The statement is broad and inclusive of programs, modalities, and purposes, including the recent addition of a baccalaureate level program. The MJC Mission Statement supports the diverse programs offered at the College, including the baccalaureate program, through a commitment to: “transform lives through programs and services” and “. . .

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“provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community.” Planning, resource allocation, and program refinement are implemented to support the mission, as evidenced by the body of data analysis and consistent alignment to institutional priorities ([EMP](#), [RAC](#) [IELM processes](#), [2016/2017 Hiring Prioritization Document](#), [Sub change Resp Care](#)).

I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard:

The College engaged in campus-wide discussions to identify its collective purpose and values during the revision of the mission statement in spring, 2012. ([MJC Employee Values Graphic](#)) These broad discussions involved all college constituencies as well as several community members, and included multiple discussions of college priorities from which the mission statement was developed. ([Mission Statement Workshop Summary](#), [Mission Statement Elements](#), [Mission Statement Development Minutes](#)) Data and assessment of student learning, student achievement, and community need led to discussions about a respiratory care baccalaureate program. ([Sub Change Resp Care pgs 3&4](#)) In spring, 2016, College Council reviewed, refined, and reaffirmed the mission statement with the support of all constituent groups, revising the statement to include all undergraduate programs. The Board of Trustees reaffirmed the Mission Statement at the May 2016 Board of Trustees Meeting. ([Minutes - BOT 5/11/16](#)) ([Minutes - College Council 3/28/16](#), [Minutes - College Council 4/11/16](#)). The Mission statement is widely publicized, appearing in the annual college catalog, posted on the MJC website, and printed in materials used for recruitment, meeting agendas, and in various places throughout the institution. (<http://www.mjc.edu/instruction/catalog.php>; <http://mjc.edu/president/>; [College Council agenda - 3.27.17](#))

Analysis and Evaluation:

The College reviews the mission on a regular cycle when policies and procedures are reviewed. The most recent review of the mission statement included thoughtful review of encompassing all of the modalities taught by MJC as well as the need to include the newly approved Baccalaureate Degree in Respiratory Care. The last sentence of the mission statement, “We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community” enfolds all of those concerns. The affirmation of the statement followed the participatory governance process laid out in *Engaging All Voices*, and was affirmed by the Board of Trustees at the May 2016 meeting. ([BOT Minutes](#))

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.B Assuring Academic Quality and Institutional Effectiveness

I.B.1

The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

The institution engages in broad and continuous engagement related to student learning and achievement through professional development, council and committee work, and program review. At the beginning of each fall and spring semester, the Professional Development Coordinating Committee plans a campus-wide Institute Day that regularly includes experts who present national models and data as well as lead post-presentation discussions with College stakeholders. Presentations have been made to the college on topics including Implicit Bias, the RP Group's Student Support (Re) Defined and the Six Student Success Factors, guided pathways for students, the Multiple Measures Assessment Project, the California Acceleration Project, and other relevant topics. ([Institute Day - Fall 2013](#), [Institute Day - Fall 2015](#), [Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#), [MJC Regional Equity Conference - Fall 2016](#)) Council and Committee meetings as well as division discussions provide opportunity for ongoing dialog about new ideas and initiatives on the campus to improve student outcomes, increase student equity and academic quality, and measure the effectiveness of programs and services. ([CC minutes](#); [SSEC minutes](#)) Discussions in College Council and Academic Senate meetings lead to plans to improve student learning and student achievement. ([College Council Minutes approving EMP](#); [Strategic Plan 2016-2021](#), [EMP](#), [Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#))

The College Curriculum Committee ensures academic quality related to all curricular matters through regular, structured dialog about the impact of curriculum on student learning and achievement. ([Curriculum Agenda Website](#)) The curriculum process includes the incorporation and review of student learning outcomes with each course outline of record. The program approval process also includes the review and incorporation of program learning outcomes for students ([Curriculum Review Process](#)).

Program review is a central process that drives dialog about student achievement and student learning data. The Outcomes Assessment Workgroup (OAW) and the Program Review Workgroup guide the improvement of student learning outcomes assessment and program review tools and processes that enable faculty to effectively report, engage, analyze, and increase student learning and achievement ([OAW minutes](#), [PR outline 1](#); [PR outline 2](#)). After evaluating assessment and program review processes, the College moved to a full integration

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of disaggregated SLO and achievement data in one process and template. A newly developed platform provides a more robust timeline for program review completion (once every two years) and a more thorough SLO assessment cycle (every course assessed once every two years). Program review directly supports the college priority of student equity, student success, and academic quality through a structured, required analysis that leads to program improvement. ([College Council Minutes approving program review](#); [Program review template](#))

The College has continued to focus on institutional effectiveness and building institutional capacity to use and understand general and disaggregated data. Collegewide ATD Data Summits and subsequent dialogue about student learning and equity gaps led to the development of the Student Equity Plan and the Education Master Plan along with the emergence of specific activities to improve student learning and student achievement. ([Achieving the Dream Data Summit](#), [Student Equity Plan](#), p. 58-63; [Education Master Plan – p. 24-32](#))

Dialog regarding continuous improvement occurs regularly in committees, councils, divisions, and workgroups. Constituency-based discussion is integral to the implementation and evaluation of the College planning agenda and the processes that support it. The participatory governance handbook, *Engaging All Voices*, outlines the organization of the College's governance structure. ([EAV 2017 p. 26](#)) Campus leaders from all constituent groups engage in dialogue that leads to concrete outcomes through multiple perspectives in the participatory process. ([College Council minutes](#))

The analysis of evidence, research, and data is incorporated into collegewide discussions and processes. The College developed the Education Master Plan (EMP) through deep discussion of environmental and institutional data, research of the latest scholarship of teaching and learning, and ongoing dialog in College councils, committees, and workgroups that improves learning and student achievement for students. ([EMP Charrette Feedback](#); [EMP](#),) The Instruction Council identified key measures and then reviewed data sets in order to develop a prioritized list of potential faculty positions for hiring. ([hiring prioritization document](#)) The DE Committee regularly reviews student achievement data and discusses ways in which online courses and services can be improved to increase student learning. ([DE program review](#); [DE Committee minutes](#)) The Student Success and Equity Committee (SSEC) closely monitors disaggregated data to identify disproportionate impact and develop solutions to close equity gaps. ([SSEC minutes](#))

The college prioritizes dialogue about disaggregated data and questions for exploration and substantive improvement of student success. The Center for Urban Education (CUE) worked with deans and volunteer faculty to explore individual success and retention rates through disaggregated data to identify solutions that close equity gaps. ([CUE Faculty Institute](#)) After an examination of achievement gaps in developmental education, basic skills courses at MJC have been redesigned to better facilitate student learning and shorten time to completion. English faculty developed and are offering accelerated English courses, and mathematics faculty will pilot a noncredit math emporium model in summer 2017. ([English Department Program Review](#); [Noncredit Math Emporium](#))

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To support efforts in measuring student learning, the Academic Senate passed resolutions in support of regular learning outcome assessment. ([S16-D “Adoption of eLumen”](#), [S16-F “Cycle of Assessment”](#)) There is ongoing dialogue about the Program Review Cycle, its component parts, and its effectiveness. ([Minutes - Academic Senate 10/20/16](#), [Minutes - Academic Senate 12/1/16](#), [Program Review Workgroup Notes](#)) The College has engaged in productive dialogue about student assessments that incorporate multiple measures. English and mathematics faculty have adopted multiple measures to provide students with several methods of identifying placement levels in math and English courses. (<http://www.mjc.edu/studentservices/enrollment/testing/multiplemeasures.php>)

These ongoing conversations facilitate a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning as well as the implementation of best practices regarding data. Discussions about data are becoming more frequent and focus on deeper analysis as institution wide capacity for data analysis increases. Faculty, classified professionals, and administrators are more at ease discussing questions that arise from data analysis, increasing institutional ability to understand and use data. Statistical information is regularly found in minutes, updates, communications, and on the College Data Dashboard. ([Research and Planning Web Link](#); [College Council Minutes](#)) ([IR Dashboard](#)) The President, in order to facilitate conversation across the institution, holds regular meetings on each campus, Coffee and Conversation, where a forum is provided to discuss various topics related to instruction, initiatives, and the institution. The President also sends out a regular electronic communication that contributes to, or generates new, substantive discussions ([Reflection page](#)).

Faculty and administrators review and analyze student learning and achievement through online delivery, including how it compares with student learning in traditional programs ([SLO Dashboard](#); [Course Success Rates Modality](#)). The Academic Senate had detailed discussion about online teaching and learning culminating in the passage of S16-G “Resolution in Support of Adopting the OEI Rubric for Online Courses” ([Academic Senate Resolution S16-G: Resolution in Support of Adopting the OEI Rubric for Online Courses](#)). Foundationally, the DE Committee recommended that all faculty who teach online must obtain online training through MJC’s master online teacher training program or its statewide equivalent, @One online training. ([DE minutes](#)) There is an “Online Faculty Resources” page on the MJC website that is always accessible as a source of assistance for faculty. ([Online Faculty Resources](#)) Each year an online instructor is featured as the Online Instructor of the Year, because of exemplary online teaching approaches. This honor also carries a responsibility to share effective practices with other online faculty. ([Online Instructor of the Year](#))

Analysis and Evaluation:

The College facilitates ongoing, effective dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Conversations and practices that support the College priorities of helping students reach educational goals and close equity gaps are integrated into council meetings and department activities. The College culture includes the expectation that conversations be

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undergirded with data, that data is used to justify any requests, and that assessment of these processes will result in process improvements for the future.

MJC has significantly invested in creating and maintaining a culture of continuous quality improvement as College constituents work to help students achieve their educational goals. Investment in positions, professional development, events, and infrastructure are prioritized to support improved student learning and achievement. These investments have led to reflective, substantive, and proactive dialogues across all disciplines toward ongoing, positive change for MJC students.

I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard:

MJC has established learning outcomes for all of its courses, programs, degrees, and certificates, including noncredit courses, student services, and learning support services. As part of a continuing process of improvement, faculty review and assess learning outcomes at all levels for courses, degrees, certificates, and programs. (SLOs on website) The SLO Assessment Handbook defines learning outcomes at all levels, identifies who is responsible for facilitating the measurement of learning outcomes, defines how to assess learning outcomes, and offers instruction on how to close the assessment loop through productive dialogue. (SLO Assessment Handbook 2013) The Outcomes Assessment Workgroup (OAW), a subcommittee of the Academic Senate, hosts a page on the MJC website, which instructs faculty how to use eLumen to archive assessment instruments, record outcome results, create reports for use in analysis of outcomes data, and information about how to integrate these reports with program review. (Outcomes Assessment Index) The OAW works in conjunction with faculty to establish and keep learning outcomes current, and these are assessed on a regular schedule posted on the Outcomes Assessment Workgroup page. (OAW Workgroup Website)

Evaluation of student learning and achievement are the foundational assessment criteria for course and program analysis. Evaluation has led to several key transformational curricular initiatives at the College. Following a faculty retreat in 2015 that focused on achievement data, the English faculty addressed low persistence rates in basic skills English courses by developing an acceleration model at the College. (English Department Program Review, 2016) Student feedback reflecting learning outcomes in the 2015 “Candy Bar Survey” was instrumental in the design of the Developing Hispanic-Serving Institutions (Title V) grant: “Removing Barriers for High Need Students”, which enabled a redesign of the Student Services division and the development of a noncredit Math Emporium for students in basic skills. (Candy Bar Survey; Title V Abstract, Noncredit Math Courses) As part of a collaboration with the Center for Urban Education at USC, a thorough review of evidence regarding student equity at the College led faculty to transform course syllabi in order to

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close achievement gaps in particular courses. ([CUE Outline](#)) CTE faculty engaged in deep review of student achievement data to identify needs and develop program improvements through the Strong Workforce Initiative, resulting in proposals from Fire Science, Agriculture Irrigation, Medical Assisting, Business Administration, and Certified Nursing Assistants. ([SW Proposal List](#)) Piloted supplemental instruction in accounting classes resulted in a thorough student learning outcomes assessment and cost/benefit analysis, leading to the development of an accounting boot camp to increase persistence rates in 2017. ([Accounting Pilot Summary](#)) History faculty established program goals following review of student learning outcomes in 2016. ([History Program Improvement, p. 4](#)) Agriculture faculty developed curriculum for an irrigation technology program after advisory committee members identified the critically needed skills and knowledge for irrigation employees. ([Ag advisory committee notes](#)) The collaborative work of faculty and industry to address student needs led to a successful grant from the National Science Foundation in 2015. ([Ag Irrigation Technology NSF Grant](#))

Course and program improvement is developed through the assessment and review of student learning outcomes. ([Psychology program review](#), p. 9-10) Program review, including the regular assessment of all SLOs enables departments to analyze program, general education, and institutional learning outcomes; assess their curriculum review cycle; examine the demand for course offerings; investigate disaggregated student achievement data; and, construct action plans to improve student learning and completion ([Learning Outcome Assessment faculty videos](#), [SLO Dashboard](#)). As assessment processes have improved across the college, a new two-year cycle allows for two full iterations of learning outcomes assessment and program review to inform each department's five-year curricular update. ([Current Two-Year Cycle of Assessment](#); [Former Five-Year Cycle of Assessment & Program Review](#), [Senate Minutes](#))

Beyond program review, CTE faculty work closely with recommendations from advisory committees in order to maintain course and program currency and relevance. ([Minutes – Nursing Advisory Committee 3/17/17](#)) CTE courses and programs are also reviewed and endorsed by faculty from fifteen neighboring community colleges in the Central Valley through the Central Region Consortium curriculum review process. ([Central Region Consortium Endorsed Programs](#)) CTE faculty improve programs in response to feedback from advisory committees regarding current industry needs. ([Irrigation Program Proposal](#), [Respiratory Care Advisory Committee Minutes](#); [Minutes – Auto Advisory Spring 2017](#))

The College provides a systematic and regular review of its instructional and student support services. Modesto Junior College's Student Services Program Review Data is available on the Research and Planning Website. ([IR Program Review Website](#)) Student Services follows a two-year review cycle, similar to instruction program review, and includes student support and service area outcomes assessment results in each program review. ([Student Services Assessment Matrix 2013-2015; new matrix](#)) Student services programs have program reviews and assessment data posted publicly:

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- [CalWorks](#)
- [Career Development and Transfer Center](#)
- [Counseling](#)
- [Disabled Student Programs \(DSPS\)](#)
- [Enrollment Services](#)
- [EOPS \(Extended Opportunity Programs & Services\)](#)
- [Health Services](#)
- [International Student Services](#)
- [Library & Learning Centers](#)
- [Student Development & Campus Life](#)
- [Student Financial Services](#)
- [TRIO](#)
- [Veterans Services](#)



Faculty developed the Baccalaureate Degree in Respiratory Care curriculum to reflect higher levels of depth and rigor for upper division courses. Faculty workgroups engaged in multiple discussions regarding rigor, content, advising and support mechanisms, and student learning outcomes that appropriately supported upper division coursework. The Respiratory Care Advisory Committee made recommendations about critical skills and areas of focus. ([Respiratory Care Advisory Committee Minutes](#)) College faculty developed CLOs around upper division respiratory care and general education courses, appropriate to the skills and knowledge needed to earn a bachelor's degree. Program Learning Outcomes (PLOs) also reflect the attainment of higher skills and knowledge. ([PLOs](#)) The courses and program were approved locally, by the Central Region Consortium, and by the state chancellor's office. ([Curriculum Committee minutes](#); [CRC Approval](#); [Chancellor's Office approval](#)) Course and program assessment, including the analysis of student learning and achievement rates, will begin when classes are offered, scheduled for fall, 2017.

Analysis and Evaluation:

MJC continues to evolve as a data-driven, assessment-oriented institution. Concerted efforts have been made to construct efficient assessment cycles and make data more accessible and usable for faculty and the College is progressing in the level of analytic discourse and program improvement resulting from the assessment process. In 2015, the Institution purchased eLumen software to assist with the collection, housing, disaggregation, analysis, and reporting of assessment data and program review. The platform centralizes results and can produce reports that help identify specific groups who need attention and/or assistance to achieve their learning goals. ([IR Program Review Website](#))

Disaggregated data helps shape many improvements and reforms on campus. The Center for Urban Education has coached faculty and administrators on the use of disaggregated data that now drives the reduction of equity gaps in courses. Data is routinely disaggregated to analyze learning and achievement outcomes from students in online courses. ([EMP, p. 47](#)) Faculty and deans engage in rich discussion about teaching strategies that reach students from impacted groups. Many positive outcomes have developed because the College is increasing

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its review of data. The College now can build on this capacity to strengthen institutional processes that move discussion toward actionable steps. With an ongoing focus on improvement, the Institution will strengthen its capacity to review and analyze student learning evidence that lead to improved programs and services. The Quality Focus Essay will outline steps for this Action Project.



I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Evidence of Meeting the Standard:

The College has established criteria and processes to determine appropriate, institution set standards for student achievement. Annual discussions in College Council identify Institution Set Standards as a minimum measure of effectiveness, and Institutional Effectiveness Partnership Initiative (IEPI) goals as a more aspirational target for the College. ([2016-2017 IEPI Goals](#); [CC Minutes](#)) The two measures include metrics for course completion, degree and certificate completion, and transfer. Progress reports toward meeting and exceeding institution-set standards are discussed in College Council, whose members share the information with their constituencies. The yearly results are reported in the ACCJC Annual Report. ([Annual Report 2016](#), [Annual Report 2015](#)) SSSP and Student Equity funding enable the development of strategies based on best practices and research that will impact students' success, including the closure of achievement gaps, in the near term and for future years. ([Student Success and Support Plan \(SSSP\)](#), [Student Equity Plan 2015-2016](#)) The 2017-18 Institution-Set Standards are listed below (<https://www.mjc.edu/governance/collegecouncil/mjciepigoals.pdf>):

| MJC Institution-Set Standards 2017-2018 | |
|--|---|
| 64.8 % | Successful student course completion |
| 1,195 | Unduplicated student completion of degrees and certificates combined |
| 999 | Number of unduplicated student completion of degrees, per year |
| 229 | Number of student completion of certificates, per year |
| 7% | Number of students who transfer each year to 4-year colleges/universities |

The College relies on the key metrics used in the annual USED Scorecard to assess performance against institution-set standards. Data on the CCCCO Scorecard is foundational to other generated reports. The College publishes a link to the Scorecard on its website. ([Scorecard](#)) Scorecard data and IEPI goals help programs, divisions, and departments monitor their progress as compared to the Institution-Set Standard indicators. Regular processes such as program review and assessment of SLOs also keep faculty informed of institutional effectiveness progress.

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The ACCJC Annual Report identifies Institution-Set Standards and the achievement data attained by the institution for the year. ([Annual Report 2016](#)) In the preparation and review of the report through the college participatory governance processes, MJC addresses successes and challenges that the data suggests. ([College Council Minutes, April 2017](#))

The College has not fallen below its Institution-Set Standards; however, College Council developed a process to address the issue, should the standards not be met. In that case, College Council would establish a task force to analyze the problem and make recommendations to correct it through the council structure. ([CC Minutes approving IEPI Goals](#))



As indicated in the mission, MJC offers a full undergraduate experience with separately defined student achievement standards for the Respiratory Care Baccalaureate Program. Program faculty developed Institution-Set Standards based on industry standards and the expectations of the external accrediting body, CoARC. ([Baccalaureate Degree Program Plan](#)) The program is scheduled to be implemented in fall 2017, when results and benchmarks can be tracked and assessed. These results and standards will inform continuing programmatic improvement.

Analysis and Evaluation:

Modesto Junior College is at varying degrees of progress throughout the institution in how it maximizes the use of Institution-Set Standards to measure student achievement. Metrics, set and published annually, are analyzed and discussed in College Council. IEPI goals provide targets from which to measure progress against the standards.

The Education Master Plan offers a comprehensive framework with activities to be executed in order to help the institution reach identified goals. The EMP provides a structured work plan that deepens institutional capacity to assess and improve its programs and services. The College recognizes that better understanding of quantitative and qualitative data will uncover root causes of barriers and challenges for students, leading to targeted strategies that increase



student achievement. Through the process of self-evaluation, the College has identified specific actions to enhance the capacity to analyze student achievement data in improving institutional effectiveness. These steps are outlined in the Quality Focus Essay.

I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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Evidence of Meeting the Standard:

At MJC, assessment data informs college planning to improve student learning and achievement. All initiatives and requests made to support student learning and achievement require the inclusion of equity data, student learning assessment, and justification that discusses how the initiatives/requests will improve results and close gaps. Faculty review programs regularly, and the research and planning website posts detailed information regarding instruction and student services program review data. ([IR Program Review Website](#)) Program review provides the fundamental information that leads to resource allocations awarded by the institution. ([RAC Minutes re: IELM allocation process](#); [hiring prioritization process](#)) CTE/Perkins funding requires faculty to report and acknowledge how allocated resources are improving programming, student learning, and student success and completion. ([Perkins Title I-C Final Progress Report 2014-2015](#), [Perkins Title I-C Final Progress Report 2015-2016](#)) The College implemented a Strong Workforce proposal process, requiring program assessment and labor market data as a justification for proposed program improvements. ([Strong Workforce Proposal Form](#))

College stakeholders have access to multiple data sources, including data from the Achieving the Dream Data Summit, the California Community Colleges Chancellor's Office (CCCCO) DataMart, the CCCC Launchboard, and the Data Dashboard on the research and planning website. ([Achieving the Dream Data Summit](#); [Datamart](#), [Launchboard](#); [IR Dashboard](#)) Requests by faculty and staff for professional development mini-grants from both Equity Funds and the Modesto Junior College Foundation are facilitated through processes that requires data supporting the validity of the proposal and evidence that the proposed activity will support student learning and achievement. ([Applications](#)) Minutes from the Student Success and Equity Council (SSEC) reflect the range of proposals that have been submitted and which proposals were granted funds. ([SSEC Minutes](#))

College processes support student learning and student achievement through the implementation and evaluation of its institutional plans. ([EMP](#); [Student Success and Support Program \(SSSP\)](#), [Student Equity Plan 2015-2016](#), [Basic Skills Plan](#), [Distance Education Plan](#), [Technology Plan](#)) The MJC Strategic Plan articulates the College's commitment to well-organized processes in Strategic Direction Four: "Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability." ([Strategic Plan 2016-2021](#)) The EMP links directly to the Strategic Plan, with specific activities and targets under Strategic Direction Four that require the incorporation of assessment data in the determination of successful, sustainable programming. ([EMP, p. 28-29](#))

Data used for assessment and analysis are disaggregated to reflect factors of difference among students and to identify opportunities for improvement. Key indicators are shared through collegewide forums that invite broad discussion, participatory governance councils and committees, in administrative meetings such as Deans' Cabinet, and in division and department meetings. ([Achieving the Dream Data Summit](#); [Institute Day - Fall 2013](#), [Institute Day - Fall 2015](#), [Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#), [College Council agenda](#); [Minutes – Deans Cabinet 11/3/14](#); [Division Agenda](#)) Review

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of data leads to exploration of new ideas, professional development, and recommendations for improvement of student learning and student achievement. ([Pathways Application](#); [Regional Conference - Acceleration](#); [acceleration courses](#))

Analysis and Evaluation:

With each iteration of allocation processes, the institution, through continuous quality improvement, becomes more adept at the use of assessment data in the proposal and decision making process. Planning and resource requests require the use of critical data points such as success rates, disaggregated SLO data, FTES/FTEF, FTES generation, course scheduling, and other instructional and non-instructional programmatic measures. ([Hiring prioritization, RAC process](#)) With the rollout of the publicly accessible Data Dashboard designed by the Institutional Research Office, all stakeholders of the Institution may access the following reports:

1. Student Equity and Success Rates, Disaggregated by Ethnicity
2. Program Productivity Measures
3. Faculty by Program and Type
4. Programs and Success Measures
5. Enrollment Trend Reports
6. Course Completion Trend Reports

The ability to access and analyze institutional data contributes to a holistic picture of how a program is responding to student learning needs, and in conjunction with assessment data and program review, create a foundation for planning. The College has improved its ability to gather, publish, and discuss data. To continue the cycle of improvement, the College will strengthen its institutional processes embedding the use of data analysis in order to improve programs and services and increase student learning and student achievement. Specific steps to increase integrated, evidence-based analysis and planning are outlined in the Quality Focus Essay.



LB.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

MJC's program review process incorporates systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and reevaluation. Program personnel must critically address how their program supports the mission of the college. ([Program Review/Assessment Cycle](#), [Outcomes Assessment Cycle](#)).

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The College continues to evaluate and refine its outcomes assessment process and program review cycle. In 2015, the College invested in new software that would enable the engagement of disaggregated student learning outcomes data inside of program review. The College evaluated its processes and subsequently moved from a five-year model to a two-year cycle of student learning outcomes (SLO) assessment and program review that more closely aligns with CTE program curricular review, provides improved analysis for course and program curricular updates, and fully supports continuous assessment and quality improvement. ([Academic Senate Resolution S16-C](#); [Academic Senate Resolution S16-G: Resolution in Support of Adopting the OEI Rubric for Online Courses](#), [College Council minutes](#); [PR workgroup notes](#))

Program review incorporates both student achievement and student learning data, disaggregated for analysis and review. In each program review, departments analyze program, general education, and institutional learning outcomes; assess their curriculum review cycle; examine the demand for course offerings; investigate disaggregated student achievement data; and, construct action plans to improve student learning and completion. Program personnel develop resource requests based on student learning, student achievement, and other institutional data to improve and revise programs. The requests are then considered and recommended through established processes of the college participatory governance structure. ([RAC minutes re: IELM](#); [Minutes – College Council 4/10/17](#), [Minutes – Academic Senate 4/27/17](#), [Budget Development & Resource Allocation Process](#))

The analysis of program review data, as well as institutional data available on the College research dashboard, drive college planning to improve student learning and student achievement. ([program review example](#); [Research and Planning Link](#)) College planning processes include data that is reviewed and discussed by participatory governance bodies in order to improve student learning and achievement. ([EAV 2017 p15](#)) Examples of the analysis and use of data in planning include:

- The development of the MJC Education Master Plan (EMP) after campus-wide review of institutional and labor market data ([Education Master Plan Data Elements](#))
- The review of student achievement data set in conjunction with the Institutional Effectiveness Partnership Initiative (IEPI) goals and Institutional Learning Outcomes (ILOs). ([IEPI 15-16, p. 2-4](#); [ILOs](#), [Minutes – College Council 4/24/17](#))
- The allocation of Instructional Equipment and Library Materials (IELM) funds through the Resource Allocation Council (RAC) based on resource requests developed from program review. ([Instructional Equipment Rubric](#))
- The prioritization of faculty positions for hiring recommendations by the Instruction Council from needs identified in program review. ([IC Hiring Prioritization List](#))

Program personnel and participatory governance groups routinely disaggregate data to illustrate disproportionate impact of student populations identified as having the greatest

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equity gaps in achievement. Understanding equity gaps in student learning and achievement is a priority at MJC and is included in most data discussions. The College engaged in deep review of disaggregated data in the development process of the Student Equity Plan. ([Student Equity Plan, p. 10-12](#)) Most of the data sets identified for the development of the Education Master Plan were disaggregated by ethnicity to continue an emphasis on the College equity efforts. ([Education Master Plan Data Elements](#)) ([Education Master Plan Data Elements, p. 3-4, 7-8](#)) The first dashboard on the Institutional Research site displays Student Equity and Success Rates, by Ethnicity. ([Research and Planning web link](#)) Further, the move in 2016-17 to a new program review platform includes the ability to assess disaggregated retention and success data. ([snapshot of program review](#))

The program review process is consistent for all programs regardless of delivery mode ([Curriculum Review process](#)). The college currently has many online courses, but no fully online programs. Results of program review as well as many analytics are publicly available on the Research and Planning site so all constituent groups and stakeholders can access relevant information. (<http://mjc.edu/general/research/programreview.php>) The use of common data sets combined with established assessment and program review processes contribute to the integration of planning and resource allocation.

Analysis and Evaluation:

The College actively assesses the accomplishment of its mission by measuring student success and retention data, and program growth and development. Administrators and faculty intentionally review disaggregated data to ensure programs and services meet the needs of the ever-changing population served by the College. Through the Great Teachers Retreats 2015 & 2016, the institution invested in professional development of faculty in the areas of acceleration and equity. ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)) Further instruction on the interpretation of disaggregated student learning and student achievement data has facilitated improvements in courses and programs across the institution.

The Institution has made great strides in the ways personnel analyze data in program review, assessment, planning and allocation of resources. Data is more readily accessible through dashboards published on the Research Office website. College faculty and administrators review and discuss data to improve student learning and achievement. ([IR Index](#))

Fundamental data analysis is now The College recognizes the need to increase the capacity of using data analysis to drive meaningful student learning and program improvements. Steps to enrich professional development opportunities focused on using assessment results to increase student learning and achievement are outlined in the Quality Focus Essay.



I.B.6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements

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strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

The analysis of disaggregated student learning and student achievement data is a priority of the College. Prior to 2015, the College reviewed aggregated student learning outcomes data in program review. After evaluating the process, the College adopted a new system, eLumen, that enables faculty to review disaggregated student learning outcomes and incorporate the analysis into a more comprehensive program review. The College also evaluated and changed what had been a five-year assessment and program review cycle, to a more robust two-year process that aligned with CTE programs and allowed for two full cycles of data analysis before departments refine curriculum. (eLumen snapshot; Curricunet snapshot?) With the new system, the College now can disaggregate and analyze student achievement data by ethnicity, gender, and course modality (face-to-face compared to online).

The College maps its learning outcomes assessment data to program (PLOs), general education (GELOs), and institutional learning outcomes (ILOs). (Program Review – PLO, GELO, and ILO disaggregated data) Student achievement rates are disaggregated at the course level, where faculty may compare learning outcomes and achievement rates of different subpopulations. In program review, faculty reflect on disproportionate impact in learning outcomes and achievement rates, and develop plans to address identified gaps. (Program Review)

The College implements multiple initiatives and plans to serve its diverse student groups. As a federally designated Hispanic Serving Institution, the College closely tracks student achievement data regarding its Hispanic student population as well as other underserved populations. Review of disaggregated achievement data includes basic skills data and transfer-level retention, persistence, and completion data. (Student Equity Plan pgs. 27-29) Deep assessment of student achievement data in the development of the SSSP and Equity Plans uncovered a significant equity gap for African American students across all measures. The equity gap for Hispanic students was also significant, though smaller than the gap for African American students. In order to engender equity across all populations, addressing the gap for students at MJC became a priority. Data analysis led to specific plans intended to increase the number of students who progress in and complete courses and programs from both populations. (Student Equity Plan pgs. 10-12) Throughout the body of the Student Equity Plan, key performance indicators and targets are identified in order for faculty to readily identify reduction in equity gaps. (Student Equity Plan, p. 19) Continual analysis of disaggregated data is encouraged and published on the Research and Planning's Equity Data page. (<http://www.mjc.edu/general/research/equity.php>)

With membership in the Achieving the Dream (ATD) network, institutional discussions and review of disaggregated data in student learning as well as student achievement have increased. Through the assessment of disaggregated student data, administrators and faculty identify and analyze trends, and plan specific interventions and services to address noted disproportionate impact. (SSEC mini-grants; Umoja brochure; Online Readiness Quiz)

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Program review drives resource allocation. The Resource Allocation Council (RAC), a standing council of the College, meets twice monthly to review the College budget process and allocate resources that have been requested through program review. For example, Instructional Equipment and Library Materials (IELM) needs are forwarded to RAC through a process that includes verifying the requests are embedded in program review, prioritization through an individual department process, and approved, modified, or disapproved by RAC. Council members review and evaluate the process each year for continuous improvement. ([Minutes - RAC 10/2/2015](#), [RAC IELM Allocation Timeline 2015-2016](#)) RAC Guiding Principles provide guidelines for the process of resource allocation. ([RAC Guiding Principles](#)) The Instruction Council (IC) similarly looks to program review as the foundational site documenting the need for faculty hiring. The IC reviews requests for new faculty positions that come from program review and submits a prioritized recommendation to the College Council. ([IC Hiring Prioritization process](#)).

The College embeds institutional data, including disaggregated student learning and achievement data, in program review. The program review template asks faculty to review and analyze program, general education, and institutional learning outcomes, and to provide a plan to close learning gaps after reflecting on findings. ([PR template](#), [ILOs and PLOs](#); [PR, Enrollment, Success](#); [Productivity Trends](#))

The institution continually focuses on program review and improvement, as well as closing equity gaps. After reviewing disaggregated course success rates, the College invested in the Center for Urban Education's (CUE) Equity Institute for deans and faculty. This intensive one-semester training takes individual faculty through the analysis of their own equity data, identifying areas for improvement, and studying ways to make their syllabi and classroom more accessible to varying student populations. ([CUE Faculty Participant Report](#))

At the Great Teachers Retreat, 2015 and 2016, all faculty were invited to participate in professional development that focused on equity, pedagogy, and learning to work with data effectively. In 2016, approximately eighty faculty members explored data from their individual courses, including success, retention, and completion. One session focused particularly on success rates, and faculty were guided through an exercise in interpreting and analyzing data from their courses ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#), [Great Teacher's Retreat Learning Outcomes 2016](#), [Great Teachers Retreat Survey 2015](#)). Faculty were then invited to apply for the Center for Urban Education Equity Institute for the following academic year to gain further professional development in order to refine skills that lead to the reduction of equity gaps in the classroom.

The analysis of student equity data led to invested physical, human, and fiscal resources into the development of a Multicultural Center to improve student achievement for specific student groups after reviewing disaggregated data. The new space provides a place for meetings, studying, mentoring, and workshops for disproportionately impacted groups as identified in the Student Equity Plan. ([Announcements from the Multicultural Center](#)) To connect faculty, staff, and students with other groups in California Community Colleges,

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MJC has sponsored attendance to the A2Mend conferences (2015, 2016, 2017) ([A2Mend Sign Up](#)).

Review of disaggregated institutional data led to the development of a Department of Education Title V Grant entitled Removing Barriers for Underrepresented Students in 2015. The grant enabled the College to remove physical barriers through a facility renovation that now enables the provision of comprehensive services to students; procedural barriers through redesigned staff positions that streamline services; and academic barriers, through the development of noncredit supplemental learning. ([Title V Grant Concept](#)). Student Success Hubs and Pathways Centers now provide services and assistance to students in multiple locations on both campuses ([Pathways Centers](#)).

The College regularly reviews disaggregated data related to delivery modality and has established processes and services to effectively serve online students. The Curriculum Committee evaluates and approves online courses through the same review process as other courses. ([Minutes - Curriculum Committee \(DE approval & Discussion\) 1/19/16](#)) All online courses were reviewed in summer 2012 with recommended improvements for effective online pedagogy. ([Summary of Online Course Rubric Review](#)) Before an instructor can teach an online course for the first time, they must complete the Online Teacher Training, which includes an equity component. The training is provided by the Distance Education Faculty Coordinator, a full-time position supported by the College. ([Intro to Online Teaching](#)) Additional courses in Canvas and advanced Canvas are also offered. ([Teaching in Canvas; Advanced Canvas Training; Online Training application](#)) Through these trainings and ongoing support from the office of Distance Education, faculty members receive assistance in planning and developing new online courses.

Analysis and Evaluation:

MJC has made great strides in the way it analyzes and uses disaggregated data to improve student learning and achievement. Discussing the impact of new programs on multiple student groups is now part of the institutional culture. Resources have been allocated for professional development, physical space, and technology resources to support the closing of equity and/or performance gaps. The College has evaluated and refined its program review process to include the analysis of disaggregated student learning and achievement data leading to program improvement across disciplines and modality.

The College used disaggregated data, including ethnicity, online student, and college-prepared/ unprepared data in collegewide charrettes to develop the Strategic Plan and Education Master Plan, which are the guiding strategic plans for the College. Within these plans are long-term, measurable strategies for continued improvement of student learning and student achievement. ([EMP Data Elements](#), [College Council Minutes approving the EMP on 3/13/17](#)) Analysis of student data and ongoing improvement for online learning needs is a priority of the College.

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I.B.7

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard:

The institutional governance document, Engaging All Voices, provides for annual evaluation of the integrated planning process and each council. ([Engaging All Voices 2017](#)) Annual reaffirmation of guiding principles and processes for the governance councils is outlined in Engaging All Voices and has been accomplished by some of the councils. In spring 2014, a comprehensive evaluation was performed and in the resulting years, several councils and committees have consistently conducted assessments. ([Minutes - RAC 04/18/14](#), [Minutes - RAC 9/19/14](#), [Minutes - RAC 3/20/15](#), [RAC Goals 2015-2016](#), [Minutes - RAC 4/15/16](#)) The College conducted an all-council review of its institutional effectiveness practices and processes in May 2017, with plans embedded in the EMP to make the all-council assessment day an annual practice. ([Assessment Day Summary 5/4/17](#); [EMP, p. 25](#))

Through the evaluation of existing processes and structures, the College identified a need to support the development of new ideas related to institutional initiatives. The Student Success and Equity Committee (SSEC) was formed with a specific focus on integrating work across several key initiatives, including the Student Success and Support Program Plan, the Student Equity Plan, the Basic Skills Initiative, and the Adult Education Block Grant. ([SSEC Charge and Membership](#)) The SSEC reviews and evaluates data, plans, and activities across all of these areas in order to bring a more cohesive and integrated approach to solving key issues in student support, basic skills, student equity, and adult education. (SSEC Minutes)

The College used the assessment and analysis of institutional data and existing practices to develop its major institutional strategic plans, including:

- The Education Master Plan - 2016: A small workgroup led ten campus-wide charrettes with individual divisions, discussing multiple internal and external data sets. ([EMP, p. 3, 38-50](#))
- The Student Equity Plan - 2014: College administrators and faculty engaged in rigorous review of evidence demonstrating disproportionate impact. They discussed multiple ways to measure equity gaps, including lowest achieving compared to all students and lowest achieving compared to highest achieving students. These broad discussions led to a shared understanding of the need for an equity plan. ([Student Equity Plan, p. 4, 19, 27-30](#))
- The Distance Education Plan - 2012: DE Committee members conducted a statewide survey of distance education offices, including staffing, technology, and training support ([DE Plan, p. 3](#))

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- ATD Data Summit - 2017: The College engaged in a broad discussion of student achievement data in its annual ATD Data Summit. The data review and discussion led to the identification of an aspirational completion goal of 53%. ([ATD Data Summit Agenda](#), [Minutes – College Council 4/24/17](#))

Individual governance groups regularly review College practices and processes, recommending improvements for adoption through the participatory governance process. ([RAC survey](#); [CTC Survey](#); [Engaging All Voices 2017](#))



MJC recognizes the unique aspects and requirements of the baccalaureate program and addresses those needs through its evaluation policies and practices. Cross-disciplinary and departmental collaboration during the planning and evaluation process developed scalable and appropriate learning and student support services. Additionally, the College prioritized resource allocation and oversight for the baccalaureate program to establish a sustainable model. College constituents from all parts of the College have collaborated to develop upper division curriculum, identify specific support services for the targeted working adult student, and planning for the staffing and structural needs of the program ([Task Force minutes](#); [Task Force minutes 2](#))

Analysis and Evaluation:

The College has made great progress in building its capacity to gather and analyze data. Awareness of the importance of assessment that increases institutional effectiveness is increasing; however, the College recognizes that there is room to improve its institutionalization of the process of evaluation. The College will benefit from identifying and improving institutional effectiveness practices. With clear processes and timelines, the College will increase its ability to make improvements in measured, straightforward approaches. To address this need, the College identified an Actionable Improvement Plan to a) increase capacity to assess and analyze results, b) institute a clear cycle of evaluation for College processes and structures, and c) improve the documentation of evaluation results and



improvement plans that lead to increased institutional effectiveness in support of the mission. An enhanced process of institutional assessment will be developed by the Engaging All Voices workgroup and approved by spring, 2019.

I.B.8

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard:

The MJC Institutional Research website is the central repository for College assessment and evaluation results. External stakeholders are able to view course and program outcomes data,

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program review results, and qualitative survey results about the College, such as the Community College Survey of Student Engagement (CCSSE). ([Course Outcomes Data](#), [Program Review Data](#), [CCSSE Student Survey Results](#)) In addition, discrete dashboards offer opportunity for student achievement data to be disaggregated and openly shared with the public. ([IR Dashboard](#); [ILO dashboard](#))

MJC communicates assessment and evaluation information to internal stakeholders through several forums. As outlined in Engaging All Voices, councils participate in an annual self-assessment and discuss how to improve processes. ([Assessment Day agenda 5/4/17](#)) The recently adopted Education Master Plan includes a *Progress and Self-Evaluation Template* (PSET) intended to help workgroups and committees document their work and evaluate progress toward goals. ([EMP, p. 31-32](#)) The College is developing a student/employee portal, which includes Team Sites that will house individual PSETs as well as annual summaries of council and workgroup assessment results. In addition, the College employs the use of surveys and focus groups to understand the reasons behind statistical data. These assessment results inform the development of new plans ([Candy Bar Survey](#), [Equity Focus Group](#), [CCSSE](#), [ICAT Survey](#); [SSEC minutes re: mini-grants](#))

Data-supported discussion leads to the establishment of institutional priorities. When laying the foundation for the Education Master Plan, the EMP Workgroup conducted a round of charrettes with each division. Faculty discussed institutional and environmental data, identified strengths and weaknesses, and made recommendations for the EMP. A campus-wide survey followed, inviting internal stakeholders to prioritize the themes that emerged from the charrettes. From these discussions, institutional priorities were set for the next five years, along with a work plan that included timelines and activities designed to meet the priorities. ([EMP Priorities and work plan](#), [EMP Development Charrette Feedback](#))

In both the hiring prioritization process (Instruction Council) and IELM allocation (Resource Allocation Council), councils have implemented several iterations of their processes, based on institutional feedback and priorities, and broadly communicated resulting improvements through the participatory governance process. With each round, these processes have gone to constituent groups for review and feedback. ([RAC review of IELM Process](#), [IC Minutes re: Hiring Prioritization Process](#))

Specific events have been set apart for broad discussion of assessment results, college planning, and evaluation of processes, including Institute Day, Program Review Parties, ATD Data Summits, Coffee and Conversation with the President, and The Assessment, Reflection, and Celebration Day. ([Institute Day Agenda 2013](#); [Institute Day Agenda 2016](#); [Achieving the Dream Data Summit](#), [Assessment Day agenda 5/4/17](#))

The needs of students who place in basic skills level courses have been a priority of the College for some time. Data analysis of basic skills attainment showed that while success rates in individual courses were on par with other college courses, the success rates of basic skills sequences was very low. Students who started in the lowest level of math, for example, had less than a 15% chance of completing a college-level course. Deeper analysis of achievement data led to campus-wide professional development and discussion regarding

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remedial education. ([MJC Regional Equity Conference 2016](#)) These broad discussions led to the development of the accelerated English curriculum and noncredit Math curriculum. ([English 45 COR](#); [Math 921 COR](#)) Ongoing discussion has led to the College application to engage in the California Guided Pathways project, reviewed and endorsed by Academic Senate and the Board of Trustees. Results of campus-wide discussion is communicated through participatory governance minutes and constituent reports. ([Guided Pathways Application](#); [Academic Senate Discussion re: Guided Pathways](#); [BOT approval of Guided Pathways, Consent Agenda 5.11](#))

College Council members communicate the results of discussions about issues in the decision-making process through the participatory governance structure. College Council is the primary conduit for communicating to the College. Minutes and associated documents can be easily found on the College Council web page. ([CC Agendas and Minutes](#)) IEPI goals and other assessment data are published and discussed in this central participatory governance setting. ([IEPI Goals and Institutional Set Standards 2016-2017](#), [Assessment Day Summary](#); [ATD Summit Data](#)) Other councils also review and communicated recommendations. RAC routinely reviews program review data in the allocation process. ([RAC IELM Process](#)) Instruction Council reviews program review data as they prioritize hiring recommendations. ([IC minutes](#)) The Student Success and Equity Committee looks closely at disaggregated assessment results, including qualitative data such as focus group responses. ([Equity Focus Group](#)) These constituency-based councils are accountable for sharing information with those they represent at the College. ([EAV Council and Committee Charges, p. 27 - 41](#))

Analysis and Evaluation:

Modesto Junior College continues to mature in its communication processes. The development of the data dashboard through the Office of Institutional Research represents distinct progress in the dissemination of evaluation and assessment results. The successful development of the Education Master Plan 2017-2021 exemplifies the robust, process driven, and participatory evolution of communication regarding measurable institutional goals and is evidence that the institution is developing its capacity to incorporate stakeholder voices in long-term planning. As an ongoing priority campus-wide communication, the Education Master Plan offers a framework and timeline with measurable targets to facilitate continuous communication and improvement for all campus initiatives.

I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

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Evidence of Meeting the Standard:

College stakeholders engage in broad planning and evaluative discussions in a variety of participatory governance, division, and Academic Senate meetings. These planning discussions led to the development of multiple strategic plans that lead to the accomplishment of the College mission. ([Strategic Plan 2016-2021](#), [Education Master Plan 2017-2022](#), [Distance Education Plan](#), [Technology Plan](#), [Student Equity Plan](#))

Program review occurs on a regular cycle and is a fundamental element in planning and resource allocation leading to improved institutional effectiveness and academic quality. The program review process brings together key departmental data, including disaggregated student learning and achievement data, productivity measures, course demand and scheduling information, and completion rates. ([PR template](#)) Program review includes the process of identifying resource needs to improve programs. RAC allocates resources through a process of prioritization, developed and assessed through the participatory governance process. ([RAC allocation process](#))

Results from program review are also required in the development of Strong Workforce proposals, and recommendations for hiring. ([IELM Allocation Timeline](#), [Minutes - RAC 1/13/17](#), [Hiring prioritization](#), [SW proposals](#))

Evaluation of the assessment process led to a major change: what was once reported via Excel spreadsheet into CurricUNET is now being accomplished through direct input through eLumen software. Faculty have the ability to review disaggregated data, enabling deeper analysis and action. As assessment processes have strengthened, the College has aligned CTE and traditional instruction assessment schedules on a two-year cycle. ([Program Review Assessment Cycle](#), [Minutes – College Council 4/24/17](#)) This new schedule allows for two iterations of assessment and program review to provide more comprehensive information to the five-year curriculum update process. ([OAW website: cycle of improvement](#); [Handbook](#); [The Basics](#); [Five-year Schedules](#); [Workgroup](#); [Workgroup Discussions](#); [eLumen: New database \(began transition in fall 2015\)](#); [Newsletter on Outcomes Assessment](#)) A reporting function in eLumen enables reflection and sharing between faculty members. Assessment mapping provides the means to roll up course level learning outcomes to institutional learning outcomes, providing a global view of student learning at the College. ([Mapped assessment data](#))

Institutional planning regularly occurs through the participatory governance process. College Council, with representatives from every constituency on campus, (faculty, administrators, classified professionals, and students) reviews all major institutional planning efforts. As a responsibility of serving on a participatory governance council, members are accountable for sharing information and soliciting feedback on planning. ([EAV 2017 Council Responsibilities](#)) Regular planning, shared through this structure, includes valid trend and program review data ([Minutes - College Council 4/11/16](#), [Minutes – College Council 4/24/17](#), [2016/2017 Hiring Prioritization Document](#)) Processes for planning are consistent as outlined in Engaging All Voices. ([Engaging All Voices 2017 Graphic](#))

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The EMP is the central planning document for the College, linking all other initiatives and projects to support the mission. ([EMP logic model](#)) The College is prioritizing work identified in the EMP through workgroups that develop and document effective models in multiple areas that are then recommended through the participatory governance structure. ([EMP workgroups, p. 34](#)) EMP priorities directly address the College mission throughout the work plan, including academic quality in Priority #1 and institutional effectiveness in Priority #2 ([EMP Objectives, p. 20](#)).

Many plans are developed in other committees or councils and then forwarded to College Council for approval. For example, Resource Allocation Council is responsible for College budget development, budgetary master planning, budgetary support of Student Learning Outcomes, and fiscal review of technology planning. ([RAC Goals and Directions](#)) The Instructional Equipment & Library Materials (IELM) allocation process exemplifies the use of program review, strategic goals, and institutional planning for resource allocation ([Minutes - RAC 11/7/14](#)). Over three iterations, the IELM allocation process has been executed, assessed, and refined to better meet institutional needs. ([Minutes - RAC 12/5/14](#), [Minutes - RAC 2/6/16](#), [Minutes - RAC 2/20/15](#), [Minutes - RAC 1/13/17](#)) Other councils have studied and refined key processes as well, including:

- College budget and updates ([Minutes - RAC](#), [Minutes - College Council 9/12/16](#))
- Roles and responsibilities of council members ([Minutes - College Council 9/2/16](#))
- Faculty hiring prioritization ([IC minutes](#), [CC minutes](#))
- Enrollment priorities ([SSEC agenda](#))
- IEPI Goals ([Minutes - College Council 4/11/16](#))
- Review of the Mission Statement ([Minutes - College Council 4/11/16](#))
- Program Review ([Minutes – College Council 4/24/17](#))

In addition to plans adopted through participatory governance meetings, assessment and implementation of strategic plans drives innovative planning in divisions. The Student Equity and Student Success and Support Program (SSSP) plans prioritized faculty professional development in order to develop new approaches to increasing student achievement and closing equity gaps. Two summer Great Teachers' Retreats provided professional development on topics including, acceleration, programs to address the needs of students of color, and First Time in College programs. ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)) From the objectives outlined in the strategic plans and their recommendations for professional development, interested faculty developed pilot programs in each of the noted areas. ([Accelerated English](#), [FTIC program](#), [Umoja program](#)) These pilot programs will inform future planning agendas.

Analysis and Evaluation:

The process of institutional planning is an area in which the College has made significant progress. Multiple strategic plans are in place that guide the work addressing student equity, student success, distance education, college technology, and basic skills. ([Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#), [Distance Education Plan](#), [Technology Plan](#)) The Education Master Plan 2017-2021 includes elements specifically designed to promote

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process, assessment, and accountability. ([EMP Progress & Evaluation Template](#), [EMP workgroups, p. 34](#)) The College has organized workgroups to implement the activities of the plan. ([EMP workgroups, p. 34](#)) The structures and processes outlined in the EMP identify specific tasks that will improve institutional planning and evaluation. The College has identified an Actionable Improvement Plan, building on the objectives of the EMP to develop a comprehensive cycle of planning, implementation, and evaluation. A comprehensive cycle will be developed and approved by spring, 2019.



Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.C Institutional Integrity

I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard:

The College Council regularly reviews College and District policies and practices to ensure their clarity and accuracy and to identify issues that may impact students. ([CC minutes](#))

MJC makes every effort to provide current and transparent information to students and the community regarding its mission, learning outcomes, programs, and student support services. Community members and potential students can access information through the MJC Website and the College Catalogue (offered both in print and online). ([Online Catalog](#)) Information regarding student success and degree programs are shared through specific links to the Student Success Scorecard and the Associate Degree for Transfer sites at the bottom of the homepage. ([Scorecard](#))

The Research and Planning Office maintains a data dashboard that offers a wealth of information about equity, retention, success, and completion by course and programs. ([IR Dashboard](#)) Information includes trend data and can be compared to an institutional average to understand departmental/programmatic performance in the context of the entire college. Data can also be filtered to view online course achievement. The Research and Planning page also presents the institution's Key Performance Indicators as well as the IEPI 2016-2017 Goals. ([IEPI KPI Framework](#); [IEPI Goals](#))

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Student learning outcomes statements are publicly posted for courses, programs, general education, and the institution. Instructions to access individual course outcomes are available on the MJC Outcomes Assessment Website. ([Expected Learning Outcomes](#)) Students receive student learning outcomes statements on all course syllabi and in the “class search” feature in PiratesNet when registering for classes. ([snapshot of class search](#); [Syllabus HIST-125 \(Martin\)](#))

MJC posts its accredited status on the Accreditation page of its website, including all relevant communications and accreditation reports. ([Accreditation site link](#))



MJC is one of fifteen California Community Colleges that will offer a bachelor's program in the California Community College System. Beginning in fall 2017, MJC will offer a Respiratory Care Baccalaureate Degree Program to a beginning cohort of 40 students. A new cohort will begin every fall through 2021. The Baccalaureate Degree in Respiratory Care has its own website under the Allied Health program and is listed on the College Degrees and Certificates webpage as well as in the catalog. ([Respiratory Care Baccalaureate Link; Degrees and Certificates Link](#)) The BDRC page presents information to prospective students about program requirements, the application process, coursework, employment statistics, and costs for the program. [Respiratory Care Baccalaureate](#). Contact information for both classified support, student counseling, and the program director are listed prominently. Student support services for the program are outlined as well. ([Baccalaureate Support Services](#))

Analysis and Evaluation:

Modesto Junior College provides complete and accurate information to prospective and current students. In this way, at a very early stage, the institution lays the foundation for the students' experience for the duration of their programs. The College catalog and the website are reviewed regularly to ensure content is current, accurate, and consistent. The MJC Instruction Office posts periodic addenda to the college website as needed so students always have access to current information. The College provides clear information about eligibility, application, and program details for the Baccalaureate Degree in Respiratory Care. The accessible nature of this information demonstrates the currency, integrity, and consistency of important information for students and potential students.

I.C.2

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

Evidence of Meeting the Standard:

Modesto Junior College offers the catalog in both print and online formats. The online catalog is found on the MJC website just two clicks from the homepage. ([MJC Catalog](#))

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[Link](#)) The website helpfully divides the catalog into sections that assist stakeholders with finding pertinent information. There is an annual revision process to ensure that all information in the catalog is up to date ([insert graphic from Letitia that outlines catalog review and revision process](#)) In brief, the process is as follows:

1. Curriculum is created and modified then forwarded as proposals to the Curriculum Committee
2. Curriculum Committee reviews and approves curricular proposals
3. Curriculum Process Specialist updates curricular and general information
4. Content experts across the campus review and update general catalog information
5. Graphic arts specialists prepares for printing
6. GE Breadth course approvals arrive from CSU and UC
7. Catalog posted to the Internet and sent to print
8. Priority registration begins
9. Printed catalogs available for purchase in the college bookstores
10. (If Needed) Catalog Addendum production /posting to internet

The institution has protocols that ensure the catalog presents accurate, current, and detailed information to the public about its programs, locations, delivery methods, and policies. This process involves all stakeholders in the campus community. Faculty are responsible for ensuring curricular is current and accurate. Classified professionals and administration review all of the process and procedural components and send updates, revisions, and edits to the office of instruction for inclusion in the new edition. ([Link to Catalog review process graphic](#))

Electronic addenda to the catalog are posted as needed on the MJC website. This ensures that the latest curriculum approvals are published so students and stakeholders are aware of the latest curricular and program information. ([Catalog Addenda](#))

Analysis and Evaluation:

The catalog review process at MJC is well organized and thorough. Dedicated classified professionals in the Office of Instruction ensure the latest and most accurate information is available to all stakeholders. A printed catalog is available to students through the College Bookstore. Revisions or updates to the catalog are published on the website for current information.

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

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Evidence of Meeting the Standard:

The College recently established an Office of Institutional Effectiveness (IE), charged with building capacity to understand, analyze, and use learning outcome and student achievement data to improve academic quality. ([Dean of IE job description](#)) This office will ensure assessment findings are broadly documented and communicated. The institution collects assessment data on student achievement and student learning, and analyzes the data to determine meaning, widely communicating findings on College data dashboards and through the Student Success Scorecard. ([Student Achievement Data Dashboards](#); [Learning Outcomes Data Dashboards](#); [Student Success Scorecard](#))

The Outcomes Assessment Workgroup (OAW) was formally established through the Academic Senate, charged with promoting a culture of evidence by establishing an ongoing process of collecting, analyzing, and reporting learning outcomes throughout the College. ([Minutes - Academic Senate 6/21/2012](#); [OAW](#)) The College and the community are also able to review student learning outcomes assessment results for program, general education, and institutional learning outcomes on the IR Website. ([Program Course Outcomes Data in eLumen](#))

College councils and committees, instructional departments, the Program Review Workgroup, and the Student Success and Equity Committee discuss documented student learning and student achievement data, including ways to improve measures. ([College Council minutes](#); [BBSS minutes](#); [PR Workgroup](#), [SSEC](#)) Data are published on the College Research page for customized reference, on demand. ([Data Dashboards](#)) Faculty and councils review data from multiple years to understand trends and develop program refinements to improve learning and achievement:

- Business faculty reviewed student achievement data that led to the development of an Accounting Boot Camp to provide additional preparation for accounting coursework.. ([Accounting Boot Camp](#))
- Humanities faculty reviewed student achievement data in some of their highest enrolled courses and determined the subject matter was not relevant to the lives of the students. They wrote and obtained a two-year grant from the National Endowment for the Humanities to study the culture of the Central Valley and develop curriculum based on local art, theater, philosophy, and history. New curricular modules were written and embedded in Humanities courses. Course completion rates increased 7.9 percentage points over the next two years: from 57.4% in fall 2014 to 65.28% in fall 2016. Findings and curricular modules from this project were broadly shared with MJC faculty as well as faculty from colleges and universities throughout California. ([Course Retention Success](#); [The Search for Common Ground Blog Post](#); [Common Ground Symposium Agenda](#))

The OAW serves an important function on campus. The representatives from each area and division assist in the training, organization, and reporting of assessment data at course, program, general education, and institutional levels. The OAW communicates assessment

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and achievement results to the Academic Senate and broadly to the College and community on its Outcomes Assessment webpage. ([OAW Outcomes Data](#))



The College ensures broad communication of planning efforts for the Baccalaureate Degree in Respiratory Care program through multiple channels. A collegewide task force meets regularly to discuss curriculum, program design, and needed support services. ([Baccalaureate Task Force Minutes 2016](#))

Assessments will begin with the delivery of the program in fall 2017. Student learning outcomes are identified for each course, along with examples of course assignments. ([Baccalaureate Curriculum Map](#)) Program learning outcomes are posted on the baccalaureate web site. ([Baccalaureate PLOs](#)) As assessment data becomes available, program faculty will communicate the academic quality of the program to industry members through the Respiratory Care Advisory Committee; to students, through posted learning and achievement data on the website; and to the College, through broad discussions related to program improvement in task force meetings.

Analysis and Evaluation:

MJC communicates results of success, retention, and completion through common, public avenues such as the Scorecard, ACCJC annual reports, and through dashboards on the MJC Research and Planning website. Information that documents career planning and corresponding wages is also available when exploring CTE programs. Student achievement data is also assessed through council and committee discussion and individual review of institutional data. With the acquisition and implementation of additional analytic tools, including eLumen, the College is beginning to recognize the important intersection of student learning and student achievement. The new office of Institutional Effectiveness will provide focused support on analyzing, understanding, and broadly communicating ways that student learning and achievement data can improve academic quality.

I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

To clearly communicate with stakeholders, MJC describes its certificates and degrees in terms of content, course requirements, and expected learning outcomes. Course descriptions and course learning outcomes (CLOs) are available in the online catalog, print catalog, class search on PiratesNet, and on individual course syllabi. ([Online Catalog](#), [course descriptions](#); [PiratesNet Class Search](#); [Syllabus – HIST-125 \(Martin\)](#), [Syllabus ENGL-45 \(Kranzman\)](#) [syllabi examples](#)) MJC's catalog offers information about degrees and certificates, itemizing a list of degrees and certificates offered at MJC, which refers stakeholders to the appropriate section of the catalog where a more extensive description can be found. ([Catalog: Degrees and Certificates](#))

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In compliance with ACCJC Standards, MJC course syllabi articulate the CLOs. Faculty update and submit copies of syllabi each semester to the respective division office for student reference. ([Syllabus LOGST-205 \(Akpovi\)](#)) Many faculty members also post their syllabi electronically on their publicly accessible faculty page. ([Faculty and Staff Directory](#)) In addition, all course sections have an automatically generated Canvas shell in which syllabi are posted for students enrolled in a particular course. ([Canvas shell](#)) Instructors distribute a copy of the syllabus to all students during the first week of class. Courses taught online post electronic syllabi in Canvas. MJC ensures that courses are taught with CLOs in mind by adhering to the cycle of assessment posted on the OAW website. ([example of syllabus on Canvas](#); [Program Review Assessment Cycle](#))



The program website for the Baccalaureate Degree in Respiratory Care contains links to schedules, courses, and program requirements. Course learning outcomes are available on CurricUNET, eLumen, and also in the class search feature on PiratesNet. ([link to CurricUNET](#), and [PiratesNet](#).) Program faculty developed a curriculum map of all the program courses that identify learning outcomes and examples of activities. ([Curriculum map](#))

Analysis and Evaluation:

The institution has established consistent processes and procedures for the collection, storing, and distribution of information regarding program certificate and degree schedules, courses, and learning outcomes. This information is readily available to stakeholders and easily accessible online and in print. Information on certificates and degrees is published on the MJC website program pages and in the catalog. Each MJC certificate and degree have clearly stated purpose, content, course requirements, and expected learning outcomes. ([Agriculture Science Programs - 2017-18 Catalog](#))

I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard:

College Council regularly reviews institutional policies, procedures and publications to assure integrity in the representations of mission, programs, and services. The catalog is the primary, public repository of College policies and procedures, and it undergoes an annual review and update ([Catalog Addenda](#)). The annual catalog update and addenda offer opportunities for the most recent changes to be communicated to all stakeholders. ([Online Catalog](#)) To offer holistic student support, the institution provides a list of programs and services to assist with extracurricular needs. Policies and procedures related to campus programs and services are published on the website. ([BIT website](#), [Catalog: Student Services](#))

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[pgs. 75-88](#); [MJC Resources Web Link](#); [DSPS Web Link](#); [Extended Opportunity Programs and Services Web Link](#); [Veteran Education Benefits Overview](#); [Campus Life Manual](#))

The college participates in the YCCD District Council, which reviews district policies and procedures according to a schedule. This monthly meeting is comprised of representatives from the Academic Senates of both colleges, YFA, and management. District Council members review and recommend changes to policies. Constituent groups regularly review and recommend changes to policies. ([District Council minutes](#)) College Council also regularly reviews College and District policies and recommends revisions as necessary. ([CC minutes](#)) The Board of Trustees accepts final revisions and approves all policy changes. ([BOT minutes](#))

Analysis and Evaluation:

Review of policies and procedures is a regular part of the District Council and College Council agendas, with the opportunity for constituent recommendation. The YCCE Board of Trustees approves final revisions. The annual catalog review and publication of later addenda provide program staff and faculty opportunity to recommend and review changes and updates made to published information. The completion of the annual update ensures that the information included is timely and accurate so students can meet their educational goals.

I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard:

Modesto Junior College informs students of the total cost of education in multiple ways. Information regarding the cost of tuition and fees is found in multiple locations on the College website. ([Tuition and Fees Link](#); [Breakdown of Tuition and Fees](#)) Students seeking a 12-month (or less) certificate can find Gainful Employment data, which includes the total cost of a certificate, on the MJC Gainful Employment website. ([Automotive Gainful Employment](#)) Students find links to purchase textbooks for classes as they register for them. The costs of the required texts are listed on the Pirates Bookstore website by course and section number. In addition, the MJC Course Catalog outlines total potential costs and fees per semester ([Catalog: Student Fees pg. 49](#))

Analysis and Evaluation:

All required information about tuition, fees and other required expenses is available on the College website. Information about the total cost of enrollment for certificate programs provides a comprehensive view of program cost. Textbook purchases and costs are directly linked as students register in courses.

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I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard:

Modesto Junior College embraces the ideals of academic freedom and integrity. On June 28, 2004, the Yosemite Community College Board of Trustees adopted BP4030 which states:

“Recognizing that academic freedom is essential to the pursuit of truth in a democratic society, the district adheres to the following principles:

“Faculty shall be free:

- a. . . . to examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication
- b. . . . to recommend the selection of instructional materials
- c. . . . to make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When District employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the District or its Colleges.” ([BP 4030](#))

References:

Title 5, Section 51203; Accreditation Standard II.A.7 ([Title 5 Section 51203](#))

In addition to the Board Policy, there is an Academic Freedom statement in the course catalog on p. 16 (reiterated on p. 356) which states:

“Students have the right to listen, the right to decide, the right to choose, the right to reject and the right to express and defend individual beliefs. As members of the MJC community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

“The educational purpose of the college is best served by this freedom of expression. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible

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for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.”

These standards within the district and college are consistent across all college constituencies and in all courses, regardless of modality. “To ensure that DE courses and the faculty who teach them are mindful of Academic Freedom, faculty are trained in best practices for online instruction. The courses faculty design and build are all unique to the faculty members’ own teaching personalities and areas of expertise and emphasis. Faculty are never required to use any of the specific tools or teaching strategies they are shown; instead, they pick and choose what works best for their own courses. Similarly, while all online courses begin with a “Start Here” template for students, faculty are encouraged to customize it for their own course needs. This approach to individualized pedagogy fosters an atmosphere that promotes and sustains Academic Freedom.” ([Online Start Here Module Screenshots](#))

Analysis and Evaluation:

Consistent and clear communication of policies regarding Academic Freedom support an atmosphere of intellectual freedom, which is highly valued at MJC.

I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard:

At both the district and college level, clear policies and procedures for all college constituencies govern honesty, responsibility and academic integrity. Not only do these policies exist for students, but also for faculty. At the district level, Board Policy 5-8051 addresses academic freedom for students and corresponds with Education Code Sections 76067, 76120. Board Policy 5500 addresses standards of student conduct on campus and in the classroom, designed to promote a healthy learning environment. ([Board Policy 5-8051](#)) Board Policy 4030 delineates the academic freedom that faculty have and separates their roles as agents of the district/college and private citizens. ([Board Policy 4030](#)) The MJC Catalog and the Campus Life Student Learning Manual also clearly delineate policy on Academic Integrity and the Student Code of Conduct. ([Catalog: Code of Conduct pgs. 366-367](#), [Campus Life Student Learning Manual pgs. 13-14](#)) Both the YFA and CSEA contracts speak to professional behavior and the promotion of a civil workplace. ([YFA](#), [CSEA](#) contracts) The YFA and CSEA contracts also explicate processes for discipline consequent to unethical behavior.

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Analysis and Evaluation:

Modesto Junior College and the Yosemite Community College District have established and published clear policies and procedures that promote honesty, responsibility and academic integrity for students, faculty, classified professionals, and administrators throughout the Institution. District Council periodically reviews these policies to ensure they promote a healthy working and learning environment.

I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard:

While recognizing and respecting the qualifications of faculty and their respective well-considered thoughts and ideas, the institution recognizes that a certain standardization is in the best interest of students. To that end, for each approved course, there is an approved Course Outline of Record that indicates the scope of material that must be covered in any given semester. ([Baccalaureate Philosophy 400 COR](#)) The COR defines parameters for the course as a minimum, thus ensuring that students have similar experiences in similar courses. Another avenue by which academic integrity and quality are ensured is through the enforcement of Board Policies 4030 and 4-8067. BP 4030 outlines Academic Freedom and explains the rights and responsibilities of faculty both in and out of the classroom. ([Board Policy 4030](#)) BP 4-8067 addresses Sectarian, Partisan, or Denominational Teaching, and ensures that religions will be respected in the learning environment, explored freely as academic subjects, but will not respect one religion over another, nor will there be official promotion of one religious service over another by the district. ([BP 4-8067](#))

Analysis and Evaluation:

Academic Freedom is a mainstay of the American Educational System, and as such is highly revered and protected. It is the privilege of faculty to guide students through exploration while presenting in detail varying viewpoints. One way that faculty and administration ensure that there is a delineation between personal conviction and professional responsibility is through the evaluation process. Part of the evaluation criteria is that the professor is on track to complete the course outline of record in the semester. ([Evaluation criteria](#)) To address that criteria, there is exploration into several facets that strongly promote an open approach to teaching, one of which is adherence to the course outline of record.

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I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard:

The College clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students. Unlike educational institutions that have affiliation with a particular religious or political group, Modesto Junior College is a public institution that does not promote a singular world-view. The institution and district adhere to principles of civility and tolerance, principles which are outlined in the Student Code of Conduct found in the student handbook, college catalog, and website as well as in Board Policies ([5500 - Student Code of Conduct](#); [3050 - Institutional Code of Ethics](#); [4030 - Academic Freedom](#); [4-8066 - Nondiscrimination in Instruction](#); [4-8067 - Sectarian, Partisan, or Denominational Teaching](#)).

Analysis and Evaluation:

Expectations for behavior for all members of the MJC community are clearly explicated, accessible, and published online and in handbooks or contracts. The College promotes civility and respectful discourse from faculty, staff, and students on a variety of topics and world views. Should there be any violation of these policies, there are procedures laid out for filing a complaint or grievance in order to seek solutions to any issues.

I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard:

MJC does not operate in any foreign locations.

Analysis and Evaluation: (n/a)

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I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard:

As a community college, MJC is entirely accountable to the community it serves, the students in its service area, and all stakeholders involved in campus life. To ensure transparency regarding accreditation, the Accreditation Council website is home to links that detail past accreditation documents, ACCJC communications, substantive change reports, annual reports, data and evidence, the 2017 accreditation process, and the College's Education Master Plan. ([Accreditation Link](#)) This publicly accessible site allows any interested party access to institutional data, information, and reporting. Programs requiring external accreditation also post information on the external accreditation information page. ([External Accreditation Website](#)) In addition to this site, the institution reports data to the CCCCO for the Student Success Scorecard for basic skills, SSSP and Equity metrics, and CTE data. From this dashboard, MJC's information sits side-by-side with the other California Community Colleges. ([Scorecard Rates](#))

Analysis and Evaluation:

Modesto Junior College complies with all federal and state regulations with regard to transparency of information about accreditation, institutional effectiveness, and educational quality. Substantive change, annual reports or other ACCJC-requested documents are submitted appropriately and on time. The College strives to provide clear, accurate, and up-to-date information about the educational quality and institutional effectiveness of its programs and services.

I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard:

Several College CTE programs require external accreditation, including the Respiratory Care Associate and Baccalaureate programs, Nursing, Medical Assisting, Phlebotomy, Pharmacy Technician, the Electrician Trainee Program, and Fire Science. ([External Accreditation](#))

STANDARD I: MISSION, QUALITY, EFFECTIVENESS, & INTEGRITY

[Website](#)) College and program communication with external agencies are clear and accurate. Required reports are completed and submitted on time. Program outcomes are clearly documented and meet or exceed agency minimum standards. (External Agency reports) Advisory committees meet regularly and adhere to accreditation processes. Accreditation status is documented on program web pages and on the MJC Accreditation page. (External Accreditation Website) College accreditation status is regularly reported to external agencies. (External Agency reports)

Analysis and Evaluation:

College programs that require external accreditation provide clear and thorough communication with agencies regarding the status of accreditation. Program personnel file timely and accurate reports and post required certification data on the Accreditation page as well as program pages of the College website. Programmatic and institutional information is shared in an accurate, consistent way with accreditors.

I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

Modesto Junior College is a publicly funded institution and is part of the California Community College system, following the system's guiding mission. All governing documents, including the Strategic Plan, the Education Master Plan, the Student Success and Support Program (SSSP), and the Student Equity Plan prioritize student learning and achievement above all other goals.

The Resource Allocation Council's guiding principles for allocating fiscal resources begin with student learning. Resources are allocated using criteria such as completed program reviews, completed student learning assessments, utilization of data to improve student learning, etc., all of which point to a focus on student learning and achievement. ([RAC budget allocation process](#), [hiring prioritization process](#))

Analysis and Evaluation:

It is clear in MJC's mission and other governing documents that the College prioritizes high quality education. The only financial obligation the institution faces is to be solvent. This removes pressures of generating financial returns for investors, etc. MJC's priorities are well documented in the SP, EMP, SSSP, and Equity Plans, exemplifying that student learning is the Institution's first priority. Resources are prioritized to support and improve student learning and student achievement.

STANDARD II: STUDENT LEARNING PROGRAMS & SUPPORT SERVICES



STANDARD II: STUDENT LEARNING PROGRAMS & SUPPORT SERVICES

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A Instructional Programs

II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard:

Modesto Junior College Mission:

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape student into thoughtful, culturally aware, engaged citizens.

The MJC mission guides the educational purpose of the College. All instructional programs support the mission of providing “a dynamic, innovative, undergraduate educational environment”. The mission is the foundation for all college offerings, including associate and transfer degrees, certificates, economic and workforce training, basic skills instruction, and the bachelor of science degree program. The College mission aligns with the California Education Code on California Community College Mission and the guidelines outlined in Title V of the California Code of Regulations and the California Community College Chancellor’s Office Program and Course Approval Handbook (PCAH) ([Education Code](#))

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[66010.4 - Comprehensive Mission Statement, Title 5 §55002 - Standards and Criteria for Courses, Program and Course Approval Handbook \(PCAH\)](#)

MJC Institutional Learning Outcomes (ILOs) provide a standard by which student learning is measured. The ILOs identify five categories of learning, each with detailed criteria:

- Communication
- Information and Technology Literacy
- Personal and Professional Development
- Creative, Critical and Analytical Thinking
- Cultural Literacy and Social Responsibility

The College has a publicly available SLO dashboard on the Research and Planning webpage, which includes disaggregated institutional (ILO), general education (GELO), and program (PLO) learning outcomes. ([Institutional SLO Dashboard](#)) The ILOs, GELOs, and PLOs are also published on the Learning Outcomes Assessment page of the College website. ([Outcomes Assessment Website: Outcomes Page](#))

The College offers students multiple learning opportunities in support of “dynamic, innovative, undergraduate educational environment.” These include 24 AA-T and AS-T degree patterns, 15 Associate of Arts degrees, 46 Associate of Science degrees, and 58 Certificates of Achievement. Students meet general education learning outcomes through completion of requirements in one of three GE patterns: the MJC General Education Pattern, the California State University General Education Breadth requirements (CSU-GE), and the Intersegmental General Education Transfer Curriculum (IGETC) requirements, which are published on the website and in the College catalog. ([Catalog - Degrees and Certificates, BP 4050 \(Articulation Agreements, Catalog: GE Patterns pg. 109\)](#))

The MJC Curriculum committee, made up of faculty, administrators, and classified professionals from across the College, has established guidelines and processes in support of YCCD Board Policy to ensure the quality and currency of curriculum, including appropriate program content, length, and level of rigor for higher education. ([BP 4020 \(Program and Curriculum Development\)](#), [BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#)) Guidelines for course development provide standards by which curriculum is developed, maintained in terms of currency and relevancy, and refined in accordance with the College mission and the continual improvement of student learning. ([Curriculum Committee; Curriculum Committee Bylaws, Curriculum Manual](#))

The College regularly assesses student progress through courses and programs, as well as completion of degrees and certificates, gainful employment, and/or transfer to four-year universities. ([2017 Student Success Scorecard; Gainful Employment; MJC Degrees, Certificates, and Transfer Data](#)) In pursuing a student-centered focus, the College has established processes to define standards for student achievement and assess their performance. ([Instruction Council Minutes: IEPI/Institution Set Standards; College Council Minutes: IEPI/Institution Set Standards; IEPI/Institution Set Standards](#)) Institution Set Standards for student achievement and goals for institutional effectiveness provide benchmarks to measure progress and completion that are evaluated annually. Assessments

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include course completion rates, remedial progress rates, career and technical education completion rates, degree and certificate completion, and transfer velocity. ([2017 Student Success Scorecard](#))

The College values and regularly reviews disaggregated data to understand overall progress and completion rates, as well as equity gaps for disproportionately impacted student groups. As a participating institution in the Achieving the Dream network, the College has held two data summits that brought together all constituent groups to review student achievement data. ([Achieving the Dream Data Summit](#)) Assessment of baseline data in the MJC Student Equity Plan was used to develop initial activities to increase student learning and achievement. ([Student Equity Plan](#)) The Institutional Research Office recently developed a data dashboard that provides disaggregated course, program, and division-level success rates. ([Research and Planning Equity Data Dashboard](#)) The College now uses several data dashboards in Program Review to engage in ongoing assessment of progress and completion rates, as well as to measure changes in degree and certificate completion, gainful employment, and transfer velocity. ([Program Review Data Dashboards](#))

Student learning is a central focus of program and institutional evaluation. All courses and programs offered through the College have identified measurable learning outcomes as well as applicable general education and institutional learning outcomes. Learning outcomes are published in the college catalog and the college website. ([Catalog - Program Learning Outcomes](#); [Learning Outcomes](#)). All courses, including online and hybrid courses, have identified course student learning outcomes that are developed and regularly assessed by discipline faculty through a comprehensive outcomes assessment process coordinated by the Outcomes Assessment Workgroup (OAW), a workgroup of the College Academic Senate.

Regardless of delivery modality, all courses undergo regular assessment to demonstrate that students are achieving program, general education, and institutional learning outcomes. ([Program Review and Assessment Cycle](#); [Sample CLO Assessment Cycle - Office Administration](#); [History Program Review 2016](#); [History Program Review 2017](#); [HIST-101 COR](#), [HUMAN-101 COR](#), [NURSE-115 COR](#), [ELTEC-208 COR](#), [BIOL-111 COR](#), [MUSG-101 COR](#), [Distance Education Plan](#), [Substantive Change - Distance Education](#)) Program, general education, and institutional learning outcomes assessment results are documented and reported on the College Instructional Learning Outcomes Data website. ([Instructional Learning Outcomes Data Dashboard](#)) Faculty analysis of learning outcomes leads to curriculum improvement and pedagogical changes. ([Outcomes Assessment Website - Discoveries](#))

In summer, 2012, after assessing student success rates in online courses, the College undertook a comprehensive review of distance education course offerings. The Distance Education Committee (DEC) developed an online course rubric, which was then used to review all online courses ([Online course rubric](#),). From this review, general online program improvements were made, including a standardized “Start Here” module, a faculty online training program, and faculty peer mentors ([Online Course Rubric Review](#)) Individual course improvements were also made to meet the minimum standards identified in the rubric. Online course success rates increased in the next academic year by almost five percentage points (from 54.4% in 2011-12 to 59.1% in 2012-13) and continue to be comparable to college face-

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to-face success rates. From the evaluation and review, an Online Course Review Process was developed and adopted as a guide for new online instructors to develop courses. ([Academic Senate Resolution S16-G: Resolution in Support of Adopting the OEI Rubric for Online Courses](#) ; [Online Course Review Process](#))

Programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. The College maintains comprehensive course and program development, review, and approval processes to ensure alignment with these practices. ([Curriculum Review Matrix](#), [Curriculum Meeting Dates 2017-2018](#)) Discipline faculty define and develop the curriculum for courses, degrees, and certificates in accordance with the standards outlined in the Curriculum Manual. ([Curriculum Manual](#)) The College has established processes for the review and approval of proposed courses, degrees and certificates, which include the participation of discipline faculty, academic deans, administrators and the Curriculum Committee. ([BP 4020 - Program and Curriculum Development](#), [Curriculum Review Process](#), [Curriculum Committee Representatives](#), [Curriculum Committee Bylaws](#))

The college has made considerable improvement in assessment and program review through an iterative evaluation process that now includes the incorporation of disaggregated achievement and student learning data. Program review moved from a five-year cycle to a two-year cycle for all programs, aligning closely with the review cycle for CTE programs ([Program Review Workgroup Report at College Council, October 2016](#); [Minutes – College Council 4/24/17](#), [Program Review and Assessment Two-Year Cycle](#)) Resource requests related to program improvements are developed through the program review process. ([Program Improvement Process Diagram](#)) Requests are reviewed, prioritized and recommended for allocation by divisions and participatory governance councils, including the prioritization of Instructional Equipment and Library Materials (IELM) by the Resource Allocation Council (RAC); the prioritization of faculty hiring by the Instruction Council (IC) and Academic Senate; and the review of technology requests by the College Technology Committee (CTC). ([RAC minutes](#), [IC minutes](#), [AS minutes](#), [CTC minutes](#))

Program review facilitates the reflection and analysis of program alignment to the College mission, student need and demand, transferability and articulation, needs of business and industry, and collegiate level student learning. ([Program Review Template](#)) Furthermore, in accordance with the mission of the College, offerings include noncredit, contract education, and community education courses that meet the “workforce needs of our regional community” and “facilitate lifelong learning”. ([Community Education](#), [Workforce Development](#), [MJC Catalog](#))

In addition to these comprehensive curriculum and outcomes assessment processes, the development and review of CTE programs also includes the examination of labor market data and advisory committee recommendations. ([Business Advisory Committee Minutes 2014](#); [Business Advisory Committee Minutes 2015](#); [Business Advisory Committee Minutes 2016-17](#); [Business Administration Program Review 2016](#)) All new CTE programs are also reviewed for endorsement by the Central Region Consortium, made up of fourteen community colleges in the Central Valley and Mother Lode Regions. Sixteen new program

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certificates and/or degrees have been recommended by the Consortium since 2013 ([Mother Lode Regional Consortium](#)). The College utilizes other benchmarks and measures of student achievement that are tracked through the Program Review process and by the Office of Institutional Research. ([Business Administration Program Review 2017 with Launchboard questions highlighted](#)) These data are evaluated at the discipline, program and institutional levels. ([IR Dashboard](#)) In addition to ensuring the content of programs meets the educational standards of the college, faculty undergo a regular evaluation regarding individual performance that includes peer, manager, and student observations that are used to document, acknowledge, and enhance the quality of performance. ([YFA Faculty Contract, p. 14](#))

Success, retention, and persistence rates assessed during the development of the Student Equity Plan uncovered a need to support faculty development of teaching and learning strategies ([Student Equity Plan](#)). Two Great Teachers Retreats (GTR) were organized with the express purpose of exploring effective teaching and learning approaches ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)). GTR and subsequent workshops by experts from "Teaching Community College Men of Color" (CORA), the Center for Urban Education (CUE), and the California Acceleration Project (CAP). The professional development and faculty discussion resulting from the Retreats led to deep review of individual course retention and success rates, faculty revisions of course syllabi, development of support for students of color, and a redesign of English curriculum to accelerate time to completion in basic skills English ([CUE Agenda 2016](#), [CUE Agenda 2017](#), [ENGL 45 Acceleration COR](#), [Umoja Website](#), [Male Collaborative Website](#)).



In Fall 2017, MJC will begin offering a baccalaureate program in respiratory care. ([RCBS website](#)) The Respiratory Care Baccalaureate Degree Program aligns with the mission of the College to provide "a dynamic, innovative undergraduate educational environment" and to meet the "workforce needs of our regional community" through a bachelor of science degree program. This program will prepare students to meet the respiratory health care needs of the regional community through the development of the intellect, creativity, character, and abilities of the students seeking the baccalaureate degree. The Respiratory Care Baccalaureate Degree Program will shape students into thoughtful, culturally aware, and engaged citizens and professionals in the field of respiratory care. ([Substantive Change: BA Respiratory Care](#); [Baccalaureate Learning Outcomes Curriculum Map](#); [Map of BS Degree CLOs to PLOs and ILOs](#))

The Respiratory Care Baccalaureate Degree Program at MJC is built upon a well-established and respected associate of science respiratory care program. ([CoArc Accreditation Letter](#)) The Committee on Accreditation for Respiratory Care (CoARC) has proposed standards that new respiratory care professionals possess a baccalaureate degree in order to work in the field ([CoARC Commission on accreditation for Respiratory Care](#)). Students will complete CoARC certification requirements for the associate degree as well as complete required lower division general education courses. ([CoARC Entry Standards](#)) Following a 2+2 model, the CoARC accredited Respiratory Care Baccalaureate Degree Program will accept applications from licensed respiratory care practitioners who hold an associate's degree in respiratory care. ([CoArc website](#)) The major curriculum builds upon the associate level

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coursework to provide upper division, advanced education. ([Substantive Change: BA Respiratory Care](#))

In 2014, California employed 15,060 practitioners with the majority holding an associate degree. CoARC now recommends respiratory care practitioners should hold a bachelor level degree in order to meet the knowledge and technical demands of the industry. ([CoARC recommendations](#)) As the new CoARC standards begin to influence the industry, these practitioners will potentially seek a baccalaureate degree. Program courses will be offered in a combination of face-to-face delivery on the MJC campus and online and hybrid modalities to provide flexible program options. ([Substantive Change: BA Respiratory Care](#), [LMI data](#)) Program delivery design directly supports the College mission of dynamic, innovative, undergraduate education through a model developed to accommodate the lives of working adults. An accelerated, hybrid format with regularly-scheduled evening class meetings was developed to meet student need ([Respiratory Care Baccalaureate Program](#)).

The Committee on Substantive Change of the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges reviewed and approved the Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program. ([ACCJC Approval Letter: Sub Change Respiratory Care](#)) A Follow-up Report was submitted, leading to a required accreditation visit to take place within six months of the start of upper division classes. The approval of the Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program confirms that the Respiratory Care Baccalaureate Degree Program meets all accreditation standards and policies of the Accrediting Commission for Community and Junior College (ACCJC). ([Substantive Change: BA Respiratory Care](#), [ACCJC Approval Letter: Sub Change Respiratory Care](#))

Analysis and Evaluation:

All instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission. All instructional programs are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. As a comprehensive community college, and in alignment with the college mission, MJC also offers noncredit, contract education, and community education courses to meet the “workforce needs of our regional community” and “facilitate lifelong learning”.

MJC has established processes for the development, review and assessment of the curriculum for courses and programs. The College defines standards for student achievement and assesses performance through the review and analysis of outcomes assessment, program review and student achievement data. Student outcomes are published and assessment results are integrated into program review and planning processes. These linked processes ensure that there is continuous evaluation and improvement of courses and programs.

The college is also engaged in a process of continuous quality improvement as it refines its work regarding student learning outcomes assessment, data management and disaggregation,

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and integration with program review. As the result of institutional evaluation of the college's assessment and program review processes, the College recently transitioned to a new system (eLumen) for outcomes assessment and program review that helps to structure data disaggregation across course, program and institutional levels. The new eLumen system streamlines submission, review and tracking processes, and it facilitates improved access to assessment results for planning and decision-making at all levels of the institution. The program review and SLO assessment process is now aligned with the calendar of a two-year degree, is more congruent with CTE mandated reporting, and provides departments with two full program review cycles before they are required to update their curriculum every five years. ([SLO & Assessment Handbook 2017](#); [Program Review Process 2017](#); [eLumen Help Website](#); [Instructional Learning Outcomes Data Dashboard](#); [History of SLO Assessment at MJC](#))

MJC has steadily increased its capacity to establish standards and measure improvement. Its processes for curriculum refinement and faculty evaluation lead to ongoing enhancement of course content and pedagogy. EMP workgroups are developing recommendations for curriculum alignment and embedded services to assist students in reaching regular milestones. ([EMP, p. 23-29](#)) Increased access to data that is relevant to the Institution Set Standards and IEPI reported goals are available through the College Research Office. The College identified a Quality Focus Action Project to develop entry-level pathways for students, based on assessment results of student learning and student achievement. The project will identify learning and achievement patterns that lead to broad areas of focus in which students can begin their educational careers. The College will develop general pathways to help students make informed choices about educational steps. Assessment and achievement results will be embedded to shape the developed meta-majors. This project is addressed in the Quality Focus Essay.



II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

Faculty at Modesto Junior College, including full time and adjunct faculty, retain responsibility for ensuring that the content and methods of instruction meet accepted academic and professional standards and expectations, including compliance with California Code of Regulations Title 5. 55002. (YFA Contract Appendix C-1 [p.102-105]) The Course Outlines of Record (CORs) and the curriculum for all courses and programs are developed and reviewed by faculty. In accordance with California Code of Regulations, Title 5, the curriculum review process ensures that all CORs reflect appropriate unit values, contact hours, requisites, catalog descriptions, objectives, and content. ([MATH-921 COR](#), [COLSK-100 COR](#), [BIOL-111 COR](#)) CORs include the minimum standards for content and methods

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of instruction. CORs serve as a guide and resource for developing syllabi and course materials. ([Faculty Handbook p.36](#))

College faculty regularly discuss their approaches to teaching and how different methodologies impact student learning. Formal and informal discussion occurs in many venues, including Academic Senate, Great Teachers Retreats, and small faculty study groups. ([Student Success and Equity Committee Minutes 1-30-2017](#); [Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)) Faculty cohorts have engaged in semester-long discussions of pedagogy in a focused project with the Center for Urban Education. ([CUE Faculty Institute Syllabus Examples](#), [CUE Agenda 2016](#), [CUE Agenda 2017](#)) Humanities faculty discussions led to the development of a National Endowment for the Humanities grant to develop curriculum that reflected the lives of students from the Central Valley. ([NEH Grant](#)) Agriculture faculty have developed courses for a new program to address employer identified needs in the agriculture irrigation industry, and the program is now the first of its kind in the state and received funding from the National Science Foundation. ([NSF Grant](#))

The College maintains a rigorous curriculum approval and review process through its Curriculum Committee. ([Curriculum Website](#), [Curriculum Manual](#)) Faculty on this committee have established cyclical review processes that ensure the accuracy and currency of all curriculum and Course Outlines of Record (CORs). ([Curriculum Review Matrix](#)) During the review process, CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of requisites, rigor, student learning outcomes, and alignment with transfer requirements (including the Transfer Model Curriculum). ([Curriculum Committee Mega-Minutes](#))

Regardless of delivery mode, all sections of a course adhere to the same COR and student learning outcomes. ([HIST-101 COR](#), [HUMAN-101 COR](#), [NURSE-115 COR](#), [ELTEC-208 COR](#), [BIOL-111 COR](#), [MUSG-101 COR](#)) Distance Education courses undergo additional scrutiny to make certain regular and effective contact will take place between the instructor and student, as well as to ensure compliance with ADA guidelines. ([Academic Senate Resolution S-16G](#)) The curriculum review process includes provisions for Career and Technical Education curriculum to be reviewed every two years, including input from program advisory committees and labor market data documenting workforce needs. ([AGM-235 COR](#), [CTE Irrigation Program Proposal - Regional Consortium](#)) The Curriculum Committee is a sub-committee of the Academic Senate, and is primarily coordinated by an elected faculty Curriculum Co-Chair. The Academic Senate Vice President serves as a Curriculum Co-Chair and provides regular reports to the Academic Senate. ([Academic Senate website](#)) Administrators are also voting members of the Curriculum Committee. ([Curriculum Manual](#))

The faculty evaluation process is a foundational element in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. ([Faculty contract p. 14](#), [YFA Contract Article 6.2 purposes of evaluation](#)) The evaluation process promotes dialogue about improvement in teaching and learning strategies. Faculty are evaluated through a cyclical peer evaluation process ([YFA Contract](#)

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[Article 6.7 frequency of evaluation](#)). The evaluation process ensures continuous improvement in teaching and learning processes through the inclusion of classroom observations by both faculty peers and administration ([YFA Contract Article 6.3 Sources of evaluation](#)). The evaluation process also includes evaluative criteria such as:

- Currency and depth of knowledge
- Use of teaching methods and materials which are challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with departmental practices ([YFA Contract 6.4 Criteria for Evaluation](#))

The faculty evaluation process promotes the improvement of instruction through the inclusion of a self-evaluation written by the faculty member being evaluated. The self-evaluation is required for full-time faculty and an encouraged option for part time faculty. The College honors its contract with the Yosemite Faculty Association (YFA) which delineates measures that should be included in a self-evaluation, including: “. . . goals and objectives for the next evaluation period; an analysis of previous objectives met or unmet; professional improvement activities; new curriculum created, especially in distance education; and could also include items such as scholarly publications or presentations; college and community participation. Faculty may include results of Student Learning Objectives measured in their courses if they so choose.” ([YFA Contract Article 6.3.4.3](#))

Program Review is a robust process driven by data and intended to foster dialogue, improve curriculum, enhance pedagogy, direct appropriate resources, and increase student achievement and learning. The process has been implemented for all programs, regardless of modality and collegiate level, including non-instructional and administrative areas. ([Art Program Review 2016](#); [Automotive Technology Program Review 2015](#); [College Skills 100: FYE Program Review 2012](#); [Distance Education Program Review 2016](#); [Political Science Program Review 2014](#); [TRIO Program Review 2016](#); [Student Services Administrative Program Review 2017](#)) In 2015, the College purchased new software to enable faculty to analyze student learning outcomes and student achievement through review of disaggregated data. Disaggregated data for SLOs became institutionally available after the completion of a two-year assessment cycle. [[Business Administration Program Review 2016 \(with Aggregated Data\)](#); [Business Administration Program Review 2017 \(with Disaggregated Data\)](#); [Health Services Program Review 2016 \(with Aggregated Data\)](#); [Health Services Program Review 2017 \(with Disaggregated Data\)](#); [History Program Review 2016 \(with Aggregated Data\)](#); [History Program Review 2017 \(with Disaggregated Data\)](#)] ([note these titles with aggregated and disaggregated data for this specific section](#))

The program review process, which includes the systematic assessment of Student Learning Outcomes, facilitates the continual improvement of instructional courses, programs, and directly related services. Faculty regularly assess course learning outcomes on a two-year cycle that culminates in program, general education, and institutional learning outcomes assessment and analysis. ([Student Learning Outcome Assessment Website, 2017-2019 Assessment Cycle Website](#)) Criteria used in program review address relevance, appropriateness, achievement of learning outcomes, currency, and future planning in the following ways:

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- **Relevancy:** Faculty analyze how programs are relevant to degree, transfer, and/or workforce goals. Program review includes: an examination of curriculum (including offerings, success rates, and learning outcomes); degrees and certificates awarded; and, for CTE programs, workforce metrics (including job placement and earnings).
- **Appropriateness:** Faculty describe and critically engage how programs support the mission of the College.
- **Achievement of learning outcomes:** Faculty measure and analyze disaggregated data from program, general education, and institutional student learning outcomes. Faculty also set standards for student SLO achievement rates and propose solutions on how to address success and equity gaps in terms of SLO attainment.
- **Currency:** Faculty describe steps taken to ensure programs and courses are current through the curriculum update process (including the introduction or inactivation of curriculum), which is based on discipline and industry standards.
- **Planning for the future:** Faculty are asked to outline long-range plans for the program. ([Program Review Process 2017](#); [Program review template](#))

Program review includes disaggregated data analysis that support institutional efforts to narrow student achievement gaps, including those identified in the Student Equity Plan ([Student Equity Plan](#)). The pedagogical, curricular, and structural improvements made through the evaluation of SLOs are documented and incorporated in the departmental program review process. Department faculty discuss and plan programmatic changes as a result of program review analysis. ([Campus Life and Student Learning Program Review 2017](#); [History Program Review 2017](#); [Kinesiology and Health Education Program Review 2017](#))

Division faculty discuss resource requests made in individual program reviews and forward division-prioritized resource requests to the Resource Allocation Council, which makes final recommendations to the College Council. ([Division minutes re: program review](#)) These results are used in key college planning activities such as the Faculty Hiring Prioritization process, the allocation of resources, and Strong Workforce project proposals. ([Faculty hiring prioritization process 2016-2017](#), [resource allocation process graphic](#), [SWP proposal form](#))

The improvement of instructional courses, programs, directly related services, and teaching and learning strategies, is supported by an array of professional development activities. ([Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#), [CUE Faculty Institute](#), [FLEX options](#), [Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)) These professional development activities further facilitate the development of pedagogical skills, enhancement of academic standards, foster program improvement and promote student success. ([Bridging the Gap Conference](#), [Great Teachers' Retreat agenda 2016](#), [Disney Institute Training Agenda](#), [Common Ground Project](#))

The College has a Distance Education Plan that outlines goals and support for online instruction ([DE Strategic Plan](#)). Faculty have received comprehensive online instruction

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group training since summer 2012. The online teaching preparation program includes three five-week courses: pedagogy, learning management system (LMS) training, and advanced LMS, the first two of which are required of new online instructors ([Online Faculty Resources](#); [Online Training Invitation](#)). The program has certified 181 online instructors between summer 2012 through summer 2017. ([Online Faculty Training Completers](#), [Syllabus - Intro to Online Instruction](#), [Syllabus - Intro to Canvas](#), [Syllabus - Advanced Canvas](#)) Twenty-one faculty members have completed a recertification program. An additional twenty-one have completed the first course of a two-course recertification. The DE Instructional Design Coordinator offers frequent trainings in a variety of topics, including beginning, intermediate, and advanced Canvas, flipped online classrooms, and accommodations for students with disabilities. ([Flex List](#)) The College maintains an updated list of all faculty who teach online and the training they have received. ([Online Faculty Training Completers](#)) The Instructional Designer works with the OEI as a Lead Reviewer and Rubric Trainer and as and @One Project Peer Mentor. He ensures that the College stays current with best practices.

The college commitment to excellence in distance education is supported through staff development and training to expand understanding of the challenges faced by online learners, best practices in online support service delivery, and new technology ([Online Training Conference 2017](#)). any administrator or faculty member asked to review initial online course offerings or evaluate online education classes shall be trained in online education before they review or evaluate.” ([YFA Contract Article 37.6](#))

Analysis and Evaluation:

Faculty at MJC exercise primary purview over the development, review, and improvement of course and program curricula and teaching methodologies. The Curriculum Committee regularly and systematically reviews CORs and course and program curricula to ensure academic rigor and alignment with current standards of generally accepted academic and professional standards and expectations. The Curriculum Committee leads and directs a cyclical curriculum approval and review process that facilitates the effective evaluation of the currency and quality of all course, degree, and certificate curricula.

All faculty teaching distance education courses are trained and certified in approved online pedagogy through processes outlined by the DE Committee ([Online Faculty Training Completers](#)). The DE Committee also develops practices and protocols to ensure the quality and effectiveness of distance education teaching and learning strategies. This includes training and coaching on best practices to initiate and maintain “regular, systematic and substantive student contact” ([MJC Faculty Online Training Course Module](#)).

The faculty evaluation process facilitates continual professional growth and development that supports improvement in teaching, learning strategies, and student success. Through these processes the College conducts systematic evaluation to ensure the currency and academic quality of courses, programs and directly related services ([Classified Evaluation Schedule](#), [CSEA Evaluation forms](#), [YFA Evaluations](#), [LTAC Evaluation Forms](#)).

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Each academic program participates in a program review process which focuses on the review and assessment of program relevance, effectiveness, needs, planning agendas, and the analysis of program, general education and institutional learning outcomes. Program Review templates include area and unit reviews in Instruction, Student Services, and Administrative Services, and all programs and areas are required to demonstrate alignment with the mission and strategic plan of the College. Program review is a fundamental tool used in institutional planning. The College has had great success in moving from a system of aggregated SLO data in program review to a system that uses and analyzes disaggregated student achievement and learning data. The College is now working on ways in which program review can be better integrated into institutional processes, as well as how its evaluation can inform and support student learning and achievement. The College developed an Action Project to strengthen the documentation and evaluation of program improvement through assessment. Specific steps are identified in the Quality Focus Essay.



II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard:

Student learning outcomes are one of the primary components used to determine student mastery of course content. MJC has identified student learning outcomes for all courses, programs, certificates, and degrees in all modalities, and faculty regularly evaluate courses and programs through the assessment of those outcomes. As part of the assessment process, faculty document plans for improvement in teaching and learning strategies. ([SLO & Assessment Handbook 2017](#), [ACCJC Annual Report 2016](#); [Outcomes in Short](#), [OAW Workgroup Website](#))

The Academic Senate collaborates with the Outcomes Assessment Workgroup (OAW) to provide leadership and coordination in the assessment of learning outcomes. The OAW is led by a faculty chair with reassign time who also serves as the Assessment Coordinator for the college ([OAW Workgroup Website](#)). This partnership promotes faculty led, campus-wide dialogue and understanding of learning outcomes, assessment, and analysis of assessment results. ([OAW Workgroup Website](#)) Robust dialogue fosters institutional effectiveness and continuous improvement in teaching and learning strategies. The MJC Student Learning Outcomes and Assessment Handbook and the Curriculum Manual provide guidance and best practices for faculty developing or revising outcomes. ([SLO Assessment Handbook 2013](#), [SLO Assessment Handbook 2017 \(2nd Ed.\)](#), [Curriculum Manual](#)) MJC measures learning outcomes on several levels:

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- Course learning outcomes (CLOs) are established for every course offered at the College. They are a required component for review by the Curriculum Committee. CLOs are discussed in Curriculum Committee meetings to ensure they meet the standards of higher education and are appropriate to the course. ([Minutes - Curriculum Committee 01/19/16](#)) Each Course Outline of Record (COR) and syllabus includes the course CLOs. ([ENGL-45 COR](#), [Syllabus - ENGL-45 \(Kranzman\)](#), [OAW Workgroup Website](#);))
- Faculty have established program learning outcomes (PLOs) for every degree and certificate offered at the College. These outcomes are a required component for review by the Curriculum Committee. PLOs are discussed in Curriculum Committee meetings to ensure they meet the standards of higher education and are appropriate to the degree or certificate. ([Minutes - Curriculum Committee PLO discussion](#), [Catalog examples](#); [OAW Workgroup Website](#))
- General Education Learning Outcomes (GELOs) measure the student learning outcomes in courses that meet general education (GE) requirements. Specific outcomes are identified for each of the disciplines that meet GE requirements for a degree. ([OAW Workgroup Website](#))
- Support Service Learning Outcomes (SSLOs) are established for student support services offered at the College. Specific outcomes are identified for each area of student support. Each area reviews and measures how it supports student learning in program review.
- Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) are established for all Student Services and administrative areas. Each area reviews and measures how it supports student learning in program review.
- Institutional Learning Outcomes (ILOs) provide the overarching learning standards for the College. ILOs are published for students and the general public on the College Outcomes Assessment website. Faculty analyze course and program learning outcomes from all educational offerings to evaluate the attainment of the ILOs. ([Learning outcome map](#); [program review example](#)) The ILOs identify five categories of learning, each with detailed criteria:
 - Communication
 - Information and Technology Literacy
 - Personal and Professional Development
 - Creative, Critical and Analytical Thinking
 - Cultural Literacy and Social Responsibility ([Institutional Learning Outcomes](#))

The college maintains a cyclical process for assessing learning outcomes every two years. ([Outcomes Assessment Cycle](#)) Faculty assess PLOs, GELOs, and ILOs through mapping and utilizing course learning outcomes data. ([SLO & Assessment Handbook 2017](#)) SAOs are similarly assessed through student support learning outcomes that are mapped to and inform

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each SAO. Faculty then analyze all learning outcomes for program improvement in program review, which informs the resource allocation process for continuous improvement. ([Division minutes re: program review](#), [graphic from James on this process](#)) Divisions forward resource request priorities to appropriate councils to review. ([IELM Budget Request LLA Division](#), [IELM Budget Request CTE Division](#)) Results for program, general education, and institutional learning outcomes assessment are available on the Outcomes Assessment website. ([Outcomes Assessment link](#))

An evaluation of MJC's assessment processes indicated that a more sophisticated approach to assessment data management was needed to maximize the access and utility of assessment data. In 2015, the College transitioned to the eLumen software system as the repository for outcomes assessment and reporting. ([eLumen site](#)) The new software allows for tracking individual student performance in outcomes assessment, and specifically enables the disaggregation of outcomes assessment data. The College uses eLumen to evaluate how various student populations are performing in terms of student learning across course, program, general education and institutional learning outcomes. All SLO data is reported and analyzed through program review. Program review asks questions related to the analysis of student learning outcome data. Departments and areas are encouraged to provide narrative summaries regarding their analysis as well as plans to improve instruction and/or services to students. ([Insert examples](#))

Course learning outcomes are included in all syllabi and are publicly available through the class search function of the College student information and registration system, MJC PiratesNet. ([Syllabus - ENGL-45 \(Kranzman\)](#), [PiratesNet CLOs](#)) In accordance with YCCD board policy, students receive a copy of the syllabus during the first week of class. ([BP/AP 4-8065 \(Syllabus\)](#)) Copies are also retained in the division offices. ([Division Communication re Syllabi](#))

PLOs, GELOs, and ILOs are published in the MJC Catalog and are available on the college website. ([MJC Catalog](#), [Outcomes Assessment link](#)) Support Service Learning Outcomes (SSLOs) are published on the websites for each service area. ([SSLO Website](#)) SSLOs are also communicated at the point of service such as appointments, workshops, presentations, related activities. ([agendas, programs, and/or other evidence](#)) Service Area Outcomes (SAOs) and Administrative Unit Outcomes (AUOs) are published on the websites for each service area. ([SAO Website](#), [AUO Website](#))

The Curriculum Committee reviews learning outcomes as a component of the curriculum review process ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards. ([Curriculum Manual](#)) The Committee uses Bloom's Taxonomy as a reference document when examining student learning outcomes for indicators of appropriate levels of rigor. ([Bloom's Taxonomy](#)) Learning outcomes are reflected in the CORs which are maintained in the curriculum management system that is utilized by the college. ([CurricUNET](#)) All degrees and certificates are required to include program learning outcomes to acquire approval by the Curriculum Committee. ([Program Modification/Update](#))

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The College maintains a broad definition of learning outcomes that includes other measures of student success and achievement. These measures include gainful employment, licensure examination pass rates, completion, and labor market salary increases resulting from skill enhancement/building. Faculty, administrators, and researchers track and assess outcomes through review and analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellor's office. The College maintains and publishes Gainful Employment Data and Licensure Exam Pass Rates on the college website. ([Strong Workforce proposal](#); [Auto Body program site](#), [Auto Body GE data](#), [Gainful Employment](#)) The College also uses Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. ([Perkins Title I-C Final Progress Report 2014-2015](#), [Perkins Title I-C Final Progress Report 2015-2016](#)) MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellor's Office. This survey provides additional data on student post completion employment and success. – ([CTE Outcomes Survey](#))



Learning outcomes were identified for the Baccalaureate Degree in Respiratory Care during the curriculum development phase. Program faculty and College Baccalaureate Degree Task Force members discussed the kinds of outcomes that were appropriate for upper division course work, recommending that the highest levels of Bloom's Taxonomy be used in the course and program learning outcomes. Advanced level learning outcomes were developed and embedded in the Course Outline of Record for each course, and all course learning outcomes were mapped to program and institutional learning outcomes ([Baccalaureate Learning Outcomes Curriculum Map](#), [RSCR-405](#), [PHILO-400](#), [SOCIO-400 CORs](#), [PLO taxonomy table](#) –) The first cohort of students will begin in fall, 2017. Learning outcomes will be assessed as other MJC courses, during a regular cycle of assessment. ([Assessment cycle for Baccalaureate](#); [Baccalaureate Learning Outcomes Curriculum Map](#), [CLOs to PLOs and ILOs](#))

Analysis and Evaluation:

The College has well-established procedures for identifying, publishing, and regularly assessing course, program, general education, institutional learning outcomes. The College continues to make improvements in assessing, analyzing, utilizing, and evaluating student learning outcomes. After assessing the effectiveness of its program review process, the College moved from a five-year to a two-year cycle in order to improve its assessment processes. A new software system, along with a refined cycle of program review, enables the disaggregation of outcomes assessment data and increased institutional capacity for completing student outcomes and posting results. Faculty regularly assess learning outcomes and improve programs; however, there is room to improve how the College uses institutional SLO data in planning improvements and evaluating changes. The new baccalaureate program in Respiratory Care has scheduled, regular assessment of SLOs and program review in the new system to be implemented after the first cohort completes the program. ([BS SLO-PR Schedule](#))

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Through purposeful investment in the Institutional Effectiveness Office, the College has improved access to data to support the assessment of learning outcomes. Faculty have increased capacity to analyze and use learning outcomes to improve programs. The College will continue to improve its processes by strengthening the embedding of outcomes data analysis into the integration of institutional planning, resource allocation processes, and corresponding improvement plans. Specific steps to address the integration of outcomes data into a full evaluation process to improve student learning and student achievement are outlined in the Quality Focus Essay.



II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard:

Consistent with the mission of the College to provide an “educational environment for the ever changing populations and workforce needs of our regional community,” MJC offers comprehensive pre-collegiate level curriculum to a large number of its students. Decision-making criteria and processes for pre-collegiate credit and noncredit courses are based on data analysis and priorities outlined in the MJC Basic Skills Initiative, the Student Equity Plan, and the Education Master Plan. ([BSI Report 2015](#); [SEP, p. 31-36](#); [EMP, p. 23- 29](#)) Basic Skills programs regularly review student learning and student achievement data in their programs and have developed multiple measures, new curriculum, and pedagogical approaches to address their findings. ([Multiple Measures Criteria - Math](#), [Multiple Measures Criteria - English](#), [English Acceleration Model](#), [Math Emporium](#), [Great Teacher’s Retreat 2015](#))

The College established processes for developing and evaluating each type of course and program. Pre-collegiate courses are clearly delineated from college level curricula through coding in the curriculum approval process, in CurricUNET, and in curriculum reports submitted to the California Community College Chancellor's Office. The curriculum development, alignment, and review process requires the identification of the appropriate level of student preparation per course content, the construction of incremental student learning outcomes and course objectives, and the reporting of required or sample assignments. ([ENGL-45 COR](#), [MATH 921 COR](#), [HIST-101 COR](#), [HUMAN-101 COR](#)), [ENGL-101 Course Description](#), [HIST-101 Course Description](#))

The College Curriculum Committee, made up of faculty from multiple disciplines across the campus, reviews and discusses all course and program curriculum. The Committee reviews curriculum to determine credit type, delivery mode, and course and program location. ([Curriculum Manual](#), [DE Addendum](#))

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The College also offers courses in Workforce Training programs, Community Education, English, English as a Second language (ESL), and Math. Pre-collegiate level courses are identified in the catalog as noncredit or not degree applicable. ([Community Ed Summer 2017 Schedule](#); [MATH-921 COR](#), [Contract Ed for High Schools](#); [Contract Ed for Employers](#)) The courses follow California Code of Regulations Title 5 guidelines as outlined in the California Community College Chancellor's Office Program and the Program and Course Approval Handbook for non-degree applicable credit courses. ([ENGL-45 COR](#), [MATH 921 COR](#)) Processes for decision-making in regards to community education, contract education and short-term training offerings are identified through the Workforce Training Center and Community Education. ([Workforce Training Website](#)) The College does not offer study abroad coursework.

Through the analysis of student and community need, some programs are offered through multiple delivery methods, including contract education, short-term training, and credit options. The MJC Irrigation Technology core curriculum was developed to offer as a full degree program as well as short-term training to incumbent workers ([CTE Irrigation Program Proposal](#), [Pharmacy Tech Program](#)) Program information and delivery methods are shared with target audiences.

The path between pre-collegiate level curriculum and college level curriculum is a priority of the College. Because the majority of students enter MJC needing pre-collegiate work, the College is deeply engaged in institutional efforts to support students in acquiring the knowledge and skills necessary to advance and succeed in college level curriculum. ([Achieving the Dream Implementation Plan](#), [Basic Skills Plan](#), [Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#), [Student Success and Equity Website](#))

Clear information about pre-collegiate and collegiate alignment is available to students in multiple ways. Curricular maps in the College catalog describe the levels and sequence of pre-collegiate courses that prepare students for college level courses. ([English sequence map](#); [math sequence maps](#)) Course descriptions include pre-requisite courses needed before a student may register. ([Course Information Class Search](#)) Students also have a variety of ways to assess into courses levels, including placement tests that provide information about the math or English level they assess into and multiple measures, which allows students to use high school GPA or national assessment scores to place them in course levels that are appropriate to their preparation. ([Multiple measures form - math](#), [Multiple measures for - English](#)) Information about multiple measures is available to students on the Testing Center webpage. ([Multiple Measures](#))

MJC is an Achieving the Dream Institution and the recipient of a US Department of Education Title V Grant to improve student success and completion. The College maintains a strong commitment to removing academic, physical, and procedural barriers to improve access, persistence, and success rates, as well as the median time to completion, for all students. ([ATD brochure](#), [ATD Plan](#), [Title V Grant Grant Goals](#)) The EMP identifies specific activities and two separate workgroups to address basic skills attainment:

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- The Developmental Education Workgroup will develop recommendations to increase the number of students who move from basic skills to college level courses and will develop a plan to improve skills attainment and learning for underprepared students in GE courses.
- The CTE Workgroup will develop recommendations for contextualized math and or English for CTE students. ([EMP Logic Model](#))

The College has also adopted multiple measures for assessment to approach student placement in a holistic manner, and prospective students are asked to complete information about their academic background that could help in their placement at the college. ([Multiple measures form - math](#), [Multiple measures for - English](#), [Minutes - College Council 3/9/15](#)) After assessment, students meet with a counselor to develop an abbreviated educational plan. ([abbreviated ed plan example](#)) Students are encouraged to complete a comprehensive educational plan within their first two semesters. ([comprehensive ed plan example](#))

MJC maintains multiple student success programs that provide students with academic support to learn the knowledge and skills necessary to advance to and succeed in college level curriculum. ([Student Success Web page](#), [Specialist Canvas Shell](#).) Students enrolled in pre-collegiate courses receive support in the Counseling Center, the English Language Learner Welcome Center, and the Library and Learning Resource Center. Services include educational planning, tutoring services in basic skills subjects, a Writing Center, supplemental instruction, and student success workshops. ([Tutoring Center](#); [Comprehensive Ed Planning Workshops](#); [MJC Library & Learning Center](#); [EL Welcome Center](#)) Additionally, special programs target specific student populations to provide focused services that help them learn the knowledge and skills necessary for collegiate work, including:

- Extended Opportunity Programs and Services (EOP&S) assists financially and educationally disadvantaged students who are pursuing academic and vocational goals. ([EOP&S](#)).
- The EOP&S Bridge Program provides a learning community for cohorts of students, including foster youth and former wards of the Court. Students enroll in pre-collegiate English and math courses and receive advising, support, and life skills to help them succeed in college programs. ([Bridge Program](#))
- The College also offers a Cooperative Agencies Resources for Education (CARE) program, designed to provide additional educational and economic support to single parents who receive Temporary Assistance for needy Families (TANF). ([Care Program](#))
- The MJC CalWORKS program provides assistance with textbooks, child care, tutoring, and transportation assistance to students transitioning off TANF support ([CalWORKs](#))

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- The College operations a highly successful, long-running TRIO Student Support Services (SSS) program that provides advising and support to low-income, first-generation college students. ([TRIO Student Support Services](#))
- In 2016 the College opened the English Language Learner Welcome Center to assist nonnative English speaking students in matriculating into the college and navigating the pathway to college level curriculum in support of their educational goal. ([ELL & Student Success](#), [EL Welcome Center](#), [EL Welcome Center Launch](#))

The College has a Student Success and Equity Committee, which is tasked with the comprehensive review of institutional data related to student success. The committee analyzes data to identify areas where students are struggling the most. From these discussions, barriers to academic success are uncovered and the committee explores effective practices and makes recommendations for piloting initiatives to increase student success. Upon recommendation of the committee, MJC has funded several professional development opportunities for faculty and staff to further promote and facilitate student success in pre-collegiate coursework and the transition to college-level curriculum. ([SSEC minutes re: Professional Development](#)) The College Basic Skills Initiative Plan, Student Equity Plan, and Title V grant have contributed to professional development, student support, and curricular and pedagogical modifications designed for success:

- 2015 and 2016 Great Teacher's Retreats ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#))
- Center for Urban Education Faculty and Dean Training ([CUE Agenda 2016](#), [CUE Agenda 2017](#))
- English faculty training through the California Acceleration Project. Faculty returned from these professional development trainings and initiated the redesign of the English pre-collegiate curriculum ([CAP program](#), [CAP Presentation to SSEC](#); [MJC Acceleration model](#))
- Noncredit Math Emporium designed to increase success in basic skills math ([MATH-921 COR](#), [Math Emporium Poster](#))
- Online Education Training Conference attendance by multiple disciplines ([Online Teaching Conference 2017](#))

MJC offers a limited number of noncredit courses ([MATH-921 COR](#), [ELW-902 COR](#)). Noncredit courses adhere to California Code of Regulations Title 5 (55002-55003) guidelines as well as the guidance outlined in the California Community College Chancellor's Office Program and Course Approval Handbook. ([Program and Course Approval Handbook \(PCAH\)](#)) The review and approval process for noncredit curriculum follows the curriculum develop and review processes utilized for credit courses and programs including the development and assessment of student learning outcomes. ([Curriculum Manual](#)) MJC is in the initial phase of exploring a framework for expanding the development

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and offering of noncredit courses, including an increased number of Career Development and College Preparation (CDCP) courses to meet the diverse needs of students, including contextualized English and math courses. ([EMP Work Plan](#); [Math Emporium flyers](#)) These courses will provide specific, clear pathways for students to transition from adult education to college level coursework in Career Technical Education programs. ([ASCCC Program and Course Approval Handbook, p. 72](#))

Analysis and Evaluation:

The College has established processes for offering and evaluating the effectiveness of pre-collegiate curriculum. Clear onramps for students are developed and posted on the college website and in its catalog through a variety of student support programs. MJC offers pre-collegiate level courses that are incorporated into pathways designed to transition students into college level curriculum or to meet other student goals. At MJC, over 75% of students assess into remedial math coursework and more than 58% of students assess into remedial English coursework. Many are from student populations who are disproportionately impacted. Consequently, improving basic skills success and progression rates has emerged as a critical priority for the college. Recent planning and pilot efforts have fostered new curriculum and pedagogical approaches to improve basic skills success. Professional development and the implementation of evidence-based strategies to address success and equity have been highlights for the College over the last several years.

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard:

Faculty retain primary purview over the development of courses, degrees, certificates, and programs offered at MJC, following the practices common to American higher education. MJC adheres to the legal and regulatory curriculum standards outlined in the Education Code and Title 5 Code of Regulations requiring a minimum of 18 units in a major or area of emphasis and 60 total units to earn an associate degree. ([Board Policy 4025](#), [Curriculum Manual](#)) Course units are based on the Carnegie hour, consistent with statewide standards and comparable to degrees and programs at other community colleges in the state of California.

The College Curriculum Committee has established protocols to oversee the development and currency of curriculum to ensure appropriate breadth, depth, and rigor in all courses. ([Curriculum Manual](#)) They review each course to ensure alignment with the mission of the college and adherence to guidelines and requirements established in California Code of Regulations Title 5, Education Code, Board Policy, and the California Community College Chancellor's Office Program and Course Approval Handbook. ([Curriculum Committee](#))

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minutes re: mission alignment and Title 5 adherence--website does have a blurb if not) The Course Outlines of Record are evaluated by the Curriculum Committee and approved by the California Community College Chancellor's Office. Course sequencing and requisites are established by faculty and subsequently reviewed through the curriculum review process which includes evaluation of compliance with requirements outlined in Title 5. (Curriculum Committee minutes re: sequencing and requisites)

The minimum degree requirements for an associate degree includes 60 semester credits or equivalent, and 120 credits or equivalent at the baccalaureate level. The California Community College Chancellor's Office has final approval of all degrees and certificates. (Board Policy 4100, the College Catalog, California Education Code, and California Code of Regulations Title 5). The Office of Admissions and Records verifies the completion of all degree requirements, prior to the conferral of degrees. Time to completion, course completion data, persistence rates, and other institutional data points are monitored by the Office of Institutional Research and Planning. (Research and Planning Website, link to report)

The College has developed course sequencing models that illustrate and outline pathways to degree completion and anticipated timeframes. (Ag Science Programs) The minimum unit requirement for an associate degree is 60 credits. The Associate Degrees for Transfer are held to a maximum of 60 units and can be completed in two years. (ADT website) Data review and other processes inherent in outcomes assessment and program review practices ensure that synthesis of learning is monitored, evaluated, and continually improved. (OAW Workgroup Website)



The Respiratory Care Baccalaureate Degree Program includes 40 semester units of upper division coursework. Four courses (12 units) are upper division general education requirements. Nine courses (28 units) are upper division major courses. Program course requirements and descriptions are published on the baccalaureate degree website. (Program Courses)

Respiratory Care faculty developed the instructional level and curriculum of the upper division courses in the baccalaureate degree with advisement from the advisory committee regarding the higher level skills needed for a baccalaureate degree in respiratory care. (Advisory Committee minutes) Program faculty reviewed similar respiratory care baccalaureate curriculum at a neighboring community college to ensure the level of rigor, required knowledge, assignments, student expectations, and learning outcomes were comparable. (Skyline College curriculum) Faculty developed learning outcomes based on the highest levels of Bloom's Taxonomy categories to ensure learning focused on advanced concepts. (Bloom's Taxonomy, RSCR-405, PHILO-400, SOCIO-400 CORs, Baccalaureate Learning Outcomes Curriculum Map)

Discipline faculty and industry experts designed the baccalaureate program to prepare students who have completed an associate level respiratory care program for advanced level work in the field. (Eligibility & Requirements) The fifteen month program length and hybrid delivery mode of instruction were developed to accommodate working adults. (Respiratory

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[Care Baccalaureate Program Schedule](#)) Students will attend one on campus class each week and complete multiple assignments online. The expected level of rigor for a baccalaureate degree is outlined in the Course Outlines of Record.

Analysis and Evaluation:

The MJC Catalog lists all degrees and programs, required and elective courses that support them, and required and suggested curricular sequencing. ([MJC Catalog program section](#)) All degrees and programs are based on recognized fields of study in postsecondary education, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree or certificate offered. These practices follow standard practices for higher education. ([Articulation Samples: BUSAD CSU Stanislaus, Animal Science UC Davis](#)) CORs and programs of study are reviewed and approved through the curriculum review process for length, depth, and rigor, as well as compliance with legal and regulatory requirements outlined in the California Education Code and Code of Regulations Title 5. All associate degrees and certificates of achievement have been approved by the California Community College Chancellor's Office. ([CCCCO program inventory](#)) Faculty evaluate synthesis of learning through program review and assessment processes, documented in narrative reports. ([PR example 2015, 2017](#)) Time to completion for degrees and certificates is monitored and evaluated through completion data collected during Program Review and other reporting mechanisms. Completion data and reports are available from the Office of Institutional Research and Planning. Data is disseminated, reviewed, analyzed and utilized in the continuous effort to improve student success. ([Program Review Process 2017](#)) Baccalaureate program content was developed through industry feedback, comparison with other baccalaureate programs, and SLOs developed from advanced levels of Bloom's Taxonomy to provide upper division rigor and learning.

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard:

Courses for degrees and certificates, including elective courses, are scheduled in a manner that allows students to complete programs within reasonable timeframes that are consistent with established expectations in higher education. Credit courses listed in the catalog are intended to be offered at least once every two years, and if that schedule is disrupted, courses are evaluated for relevance and applicability. ([English and Math Rotation of Course Offerings](#)) Career Technical Education (CTE) program faculty evaluate and examine course scheduling in the regular program review every two years making amendments when necessary. ([Sample CTE program reviews, Minutes - WELD Advisory Committee Spring 2015, Minutes - Nursing Advisory Committee Spring 2017](#)) MJC deans have the right of assignment for courses. They work collaboratively with faculty to develop course schedules that provide access so students may meet course prerequisites and complete their programs of study in a reasonable time period. ([Division Schedule Building](#))

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[Communication](#)) Instructional deans meet regularly to coordinate schedules that are complementary and designed for completion. (Minutes - Dean's Cabinet 11/3/14) The College has developed recommended course sequences for degrees and certificates that support degree completion in a reasonable time frame. ([Sample program map](#)) Classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online, and faculty assess the availability of offerings using section distribution and fill rate data in program review. ([Class Search - Spanish 2017 Section Distribution and Fill Rate Data Dashboard](#)) Courses are scheduled in a block format which reduces overlaps in class meeting times and increases student capacity to take multiple courses. ([Block Scheduling Guidelines](#)) Courses are also scheduled in various term lengths increasing the enrollment options available to students. ([Class Schedule - ENGL-103 Fall 2017](#))

The College invested in an enrollment management analytics program to help deans analyze patterns and sequences of courses. In addition, student education plans inform demand for programs and courses as schedules are built. High demand courses are closely monitored to ensure appropriate availability. (Starfish aggregated Ed Plan data?; high demand courses) Because the College has two campuses approximately 1.5 miles apart, courses on east campus are generally scheduled to begin on the hour and courses on West Campus on the half hour to accommodate students traveling between. ([Block Scheduling Guidelines](#)) The College provides free bus travel between the two campuses every thirty minutes, and has recently worked with the City of Modesto and Stanislaus County to provide free bus passes for MJC students. ([Pirate Express Bus Schedule](#); [Modesto Bee Article](#))



Respiratory Care Baccalaureate faculty designed the program as a 15-month cohort model to ensure students have a clear pathway, peer support, and an appropriate course load for working adults. Six units each are scheduled in accelerated, 9-week terms in a sequence that build skills to culminate in a capstone and research course. To accommodate students who must stop out for a term, courses are offered once each year. Students will be able to continue in the program, re-enrolling in the dropped course(s) when it is offered again. ([Respiratory Care Baccalaureate Degree Schedule](#))

Analysis and Evaluation:

MJC offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online distance education. ([Class Search - Spanish 2017](#)) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students and facilitate timely completion of academic programs. ([Class Search - Off Campus Offerings](#)) The College has developed recommended models and course sequences to aid students in the timely completion of degrees and certificates. ([Music Course Sequence](#)) Faculty and deans collaborate to ensure courses are scheduled across an array of days and times to provide students with flexibility in developing class schedules that minimize time to completion and new software provides scheduling analysis deans use to improve scheduling. As outlined in the Education Master Plan, the College will convene an Enrollment Management Workgroup to review scheduling data and practices and identify

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areas for improvement. The Workgroup will also investigate best practices for scheduling for each department. ([EMP, p. 28-29](#))

II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

The College offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online Distance Education. ([Class Search - Spanish 2017](#)) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students. ([Class Search - Off Campus Offerings](#)) A majority of the courses offered by the College are web-enhanced, using Canvas to facilitate student access to course materials and promote student success. ([Canvas](#)) The COR includes the identification of methods used to support and assess student learning and mastery of course content for each course regardless of delivery mode. ([BIOL-111 COR](#), [COMM-400 COR](#)) Distance Education courses meet the requirement outlined in California Code of Regulations Title 5 (55206) to have an approved Distance Education Supplement on record. Online courses also undergo additional scrutiny by the Curriculum Committee as part of the curriculum review process. ([Curriculum Manual](#), [MUSG-101 COR](#))

The College prioritizes the review of and professional development for understanding different learning styles of student subpopulations. Two faculty cohorts have met regularly over the course of a semester to engage in deep review and discussion of approaches and tools that meet the needs of diverse student populations. ([CUE Agenda 2016](#), [CUE Agenda 2017](#)) The Student Success and Equity Committee awarded mini-grants to pilot new ideas that address different learning styles. ([Equity Mini Grant Awards](#)) Specific activities focused on meeting the needs of diverse student populations are identified in the Student Equity Plan. ([SEP, p. 21-26](#))

The College has established guidelines for the creation and delivery of Distance Education courses. ([DE course design rubric](#)) All faculty that wish to teach online must participate in the online training program offered by the Instructional Design Coordinator or an approved program deemed to be equivalent. Included in the training are best practices and compliance issues related to meeting the needs of students with disabilities in online courses. ([Online Accessibility Training](#)) The College has implemented a Distance Education Plan, established a Distance Education Committee, and allocated a full-time faculty position to facilitate instructional design for technology-enhanced courses. ([DE Plan](#), [job description](#), [DE Committee website](#)) The DE Committee makes recommendations pertaining to policies and practices that facilitate student success in online instructional programs and student support services. The DE Committee monitors, reviews, and evaluates student outcomes and success rates in online courses. ([DEAC minutes](#), [DEAC minutes 9.2016](#)) This process includes comparisons with face-to-face courses to monitor effectiveness and equity across formats. Because of the level of training and support provided to online faculty, retention and success

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rates in online courses are regularly within a few percentage points of the College's overall retention and success rates. ([EMP Data, p. 47](#))

The College encourages faculty to assess student learning in multiple ways, including exams, multiple types of writing samples, skill demonstration, oral presentations, team projects, and regular homework assignments. ([ELW-902 COR](#), [ENGL-45 COR](#), [BIOL-111 COR](#)) A review of student success and completion data resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes and enhancing the student educational experience at the college through the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and the Adult Education Block Grant (AEBG). ([Student Equity Plan](#), [Student Success and Support Plan \(SSSP\); Basic Skills Initiative, AEBG](#)) In 2015, the College received a Title V Grant focused on reducing academic, procedural, and physical barriers to student success. ([Title V Abstract](#)) Through the grant, the College is addressing academic policies, course sequencing, and supplementary learning. The SEP proposes activities and methodologies to address inequitable outcomes of disproportionately impacted student groups. There are five core themes across these plans:

- Redesigning developmental education
- Closing achievement gaps for student populations
- Developing clear pathways for students
- Helping students acclimate to college processes and responsibilities
- Building a culture of inquiry and evidence based decision making to support equitable educational outcomes and student success

The College developed a five-year College Strategic Plan along with a corresponding updated Education Master Plan to purposefully address these themes. ([Strategic Plan 2016-2021](#), [EMP](#)) Multiple workgroups are now implementing the EMP, including activities, timelines, and data to be evaluated.

Math faculty recently developed curriculum for a noncredit "Math Emporium." They designed seven new noncredit modules to provide a basic skills mathematics pathway. ([Math Emporium](#)) The modules are combined into two noncredit certificates that have been submitted for approval from the CCCCO. Students can progress at an individual pace, depending on their preparation and their major. Faculty piloted the seven modules in summer 2017 with three sections of approximately 40 students each. Sections may have students enrolled in multiple modules. Completion rates, as well as success rates, in subsequent math courses will be compared with non-participants from similar populations. The program will be scaled up slowly during fall 2017 to allow time to track ongoing progress and make refinements. It will continue to be scaled in spring 2018 to meet student demand. It is anticipated that as many as 1,500 students could enroll in Math Emporium each semester when it is fully scaled. ([MATH 921 COR](#))

During Fall 2016, English faculty taught eleven prototype accelerated Basic Skills English sections. The new course, "Accelerated Reading, Writing and Reasoning" combines content from two remedial English courses and a remedial reading course into a single six-unit

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course. ([ENGL-45 COR](#)) This course is an intensive writing course that prepares students for college-level English. Approximately 325 students, 30% of lowest-entry developmental English students, are enrolled in the fall accelerated sections. Pilot faculty will train other instructors during summer 2017 to scale up the program. Course retention and general persistence rates will be compared with those of non-participants from similar populations who are enrolled in the traditional Basic Skills English sequence of two 5-unit courses. The Office of Institutional Research and Planning will track success rates in subsequent English courses.

MJC faculty consistently engage in the relationship between teaching methodologies, student performance, and delivery modes. Through communities of practice, professional development opportunities, department meetings, curriculum review, councils and committees, faculty regularly discuss teaching methodologies and learning support services as they relate to student learning outcomes and student performance. ([CAP Design & Development Institute 2016](#), [CUE Agenda 2016](#), [CUE Agenda 2017](#), [Success and Equity in the Central Valley Regional Conference Agenda](#)) Faculty and staff regularly engage in multidisciplinary discussion regarding student success. Two Institute Days are held each year which provide institution-wide professional development on topics relevant to student engagement and student achievement. ([Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017/FLEX Options](#)) Workshops and other professional development opportunities are offered throughout the year including retreats for both faculty and classified staff. ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#))

Analysis and Evaluation:

MJC effectively utilizes delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of students. The College has developed and implemented plans, action items and professional development initiatives to address and support equity in success for all students. A broad spectrum of pedagogical approaches, delivery modalities, technologically enhanced facilities, and instruction are utilized to meet the diverse range of academic and student support needs of students.

MJC is a member of the Achieving the Dream Network (ATD). As an ATD college, MJC has developed an institutional focus on retention, success, and equity that is reflected in the alignment of the Colleges Strategic Plan and EMP with other institution-wide plans focused on student success. ([ATD Implementation Plan](#), [EMP Logic Model](#)) A key component of the MJC ATD Framework is a targeted effort to increase the institution's capacity to collect, access, analyze, and use data to inform decisions and use technology to support student success. ([Achieving the Dream Focus Areas](#)) The College has effectively utilized data to revise pedagogical methodologies, curriculum, and develop learning support services that reflect the diverse and changing needs of its students, in support of equitable educational outcomes and success for all students. Targeted professional development has helped faculty identify teaching methodologies that improve success and close equity gaps.

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II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

Program faculty collaborate to identify pre-requisite criteria. The Curriculum Committee reviews any recommendation for pre-requisites, to ensure they are consistently applied and do not present a potential negative impact on students. ([Curriculum Committee minutes re: pre-requisites](#))

The College has an established protocol for evaluating students for prior learning. Students file a Credit by Examination request with the division dean over the course being challenged. Faculty review the request and provide students with an exam to be evaluated and graded for credit. ([Credit by Examination Request](#))

The College does not currently utilize department-wide course examinations; however, tests are developed to assess identified student learning outcomes. (example of CLO and exam) Faculty teaching English 49, a basic skills course two levels below transfer, administered a common exam until 2017. ([English 49 final](#)) Faculty graded the exam as either “pass” or “no pass.” In 2016, the English Department removed the common final exam as a part of their course curriculum in order to return to individual grading that led to accurate completion rates. In lieu of the common final exam, the department continues its processes of conducting department-wide norming, grading, and in-service training to develop rubrics for any assessment conducted across courses and sections. The procedures for the norming processes are documented by disseminating the information to all interested instructors through email. ([ENGL-49 norming rubric](#), [ENGL-49 norming email](#))

Analysis and Evaluation:

The Curriculum Committee closely monitors prerequisite course criteria. Students can file a request for Credit by Examination to evaluate prior learning. Course exams are designed to measure identified student learning outcomes. Faculty participate in department-wide training and dialogue to validate the effectiveness, validity, and reliability of these examinations, and all examinations undergo analysis to determine and reduce test bias.

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

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Evidence of Meeting the Standard:

The College awards college credit based on the Carnegie Standard defined in California Code of Regulations Title 5. One unit of academic credit is earned based on one hour of lecture/discussion per week or a minimum of three hours of laboratory per week per term. Typically, 17.5 hours of lecture or 52.5 hours of laboratory produce one unit of credit. This practice reflects general accepted norms or equivalencies in higher education and follows the California Community College Chancellor's Office requirements for the awarding of academic credit. ([Program and Course Approval Handbook \(PCAH\)](#)) The College uses the student contact hour as the basic unit of attendance for computing full-time equivalent students (FTES) upon which college apportionment is determined. MJC does not offer courses based on clock hours. The college catalog contains policies on the awarding and transfer of credit and is available online and in hard copy print format. ([Catalog - Evaluation of Credit](#)) The requirements for the awarding of course credit, degrees, and certificates is outlined in Board Policy 4100 as well as in the MJC College Catalog. ([BP 4100 \(Graduation Requirements for Degrees and Certificates\)](#))

All courses and programs offered by the College have identified student learning outcomes that embody what students will have learned upon successful completion of the course and program and align with accepted norms in higher education. ([Sample CLOs](#), [Curriculum PLO Checklist](#)) Course level learning outcomes are identified in CORs and syllabi, and all program learning outcomes are available on the College website and in the catalog. ([ENGL-45 COR](#), [Syllabus - ENGL-45 \(Kranzman\)](#), [HIST-125 COR](#), [Syllabus - HIST-125 \(Martin\)](#), [Syllabus - HIST 125 \(Martin\)](#)) All programs have documented mapping of course to program, general education, and institutional learning outcomes. ([Outcomes Assessment Website](#), [eLumen Screenshots](#))

As part of the curriculum development and review process, the Curriculum Committee engages in the examinations of course and program learning outcomes to validate that course learning outcomes are addressed and reflected in the course content and the degree pathway. ([Curriculum Manual](#)) The College offers 24 Associate Degrees for Transfer, and per guidelines in the California Community College Chancellor's Office Program and Course Approval Handbook, all AD-Ts include program student learning outcomes designed for successful transfer. ([AD-T example](#)) The awarding of a degree or certificate by the College affirms demonstration of achievement of these outcomes.



Course credit in the Respiratory Care Baccalaureate Degree is based on student learning outcomes that are identified in the Course Outlines of Record. Learning outcomes are consistent with the expectations and equivalencies of upper division courses. All learning outcomes were developed to incorporate advanced levels of learning as categorized in Blooms' Taxonomy. ([Baccalaureate Learning Outcomes Curriculum Map](#); [RSCR-405, PHILO-400, SOCIO-400 CORs](#), [Bloom's Taxonomy](#))

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Analysis and Evaluation:

The College complies with state laws, regulations and District Board Policy that outline parameters for the awarding of course credit, degrees, and certificates based on student attainment of learning outcomes. The awarding of course credit, degrees, and certificates is dependent upon student demonstration of mastery of course content as reflected in course and program level learning outcomes. Learning outcomes are included in CORs and course syllabi.

The College complies with state regulations and California Community College Chancellor's Office guidelines regarding the units of credit awarded, including those awarded in baccalaureate programs. This compliance confirms that units of credit awarded are consistent with policies that reflect generally accepted norms or equivalencies in higher education. The College does not offer courses based on clock hours.

II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard:

Policies and processes related to the transfer-of-credit are clearly stated in the MJC College Catalog and on the college website. ([Transfer info from Catalog](#), [Career Development and Transfer Center](#)) Students requesting transfer units meet with counselors to determine whether courses may be accepted in lieu of local course requirements for degrees and certificates. When equivalent coursework is identified, a local form documents the transfer of credit. ([Evaluations Form](#)) Transcript evaluations are completed by the Office of Admissions and Records in accordance with established guidelines. ([ASSIST.org](#), [MJC Catalog](#), [IGETC Transfer Pattern](#), [GE Pattern](#)).

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California, and other institutions. The College relies on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) as the primary repository for these agreements. ([ASSIST.org](#), [Articulation: BUSAD](#), [Articulation: Animal Science](#)) Information regarding articulation and articulation agreements are available on the college website. ([MJC Articulation site](#)) The College revised course outlines to align with the Course Identification Numbering System descriptors and created new courses for Associate Degrees for Transfer using the descriptors. ([C-ID.net](#), [AD-T info on MJC web](#), [MJC curriculum committee meeting megaminutes](#)) The College developed Associate Degrees for Transfer (AD-Ts) in every major in which it has an existing AA or AS degree that correspond to one of the 24 ADT disciplines as required by SB1440. In accordance with the college mission to provide a dynamic, innovative,

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undergraduate educational environment these AD-Ts expand the structured transfer pathways available to students. ([List of AA-T and AS-T degrees at MJC](#))

The College has a well-established Transfer Center where students can access information regarding transfer and the transfer-of-credit to various bachelor degree granting institutions. ([Transfer Center website](#))



Respiratory Care Baccalaureate faculty developed eligibility criteria for the program in consultation with counselors, program faculty, and industry experts. Development discussions led to clear program entry requirements that met the open access mission of the College through a lottery system. Students must possess an associate degree from a program accredited by the Commission on Accreditation for Respiratory Care (CoARC), hold a valid Respiratory Care credential, and California Respiratory Care Practitioner license. They must also have completed a minimum of 39 CSU-GE Transfer Pattern units. Any student who meets the minimum requirements is eligible for the lottery determining entrance to the program. ([Eligibility & Requirements](#))

Analysis and Evaluation:

The College has established transfer-of-credit policies, procedures, and practices to facilitate the mobility of students without penalty. Transfer-of-credit policies are clearly stated and made available to students in the College Catalog and on the college website. ([MJC Catalog transfer section](#)) In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of local courses through practices and procedures established by the Counseling Department and the Office of Admissions and Records.

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California and other institutions where patterns of student enrollment between institutions are identified. ([Articulation: BUSAD](#))

Clear criteria for eligibility for the Respiratory Care Baccalaureate program are posted on the website and align with the open access mission of the College.

II.A.11

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard:

The Yosemite Community College District's expected student learning outcomes for General Education and the Associate Degree are outlined in Board Policy. ([BP 4025 \(Philosophy and](#)

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[Criteria for Associate Degree and General Education](#)) Student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are reflected in this policy. Accordingly, these same student learning outcomes have been embedded in established General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs). (Academic Senate minutes?) Faculty have developed program-specific learning outcomes for all programs established at the College, which reflect the appropriate level of rigor and breadth for respective certificates and degrees. ([MJC Program Learning Outcomes](#))

The College has specific General Education Learning Outcomes which address Social and Behavioral Science, Humanities, Natural Science, Health Education, and Language and Rationality. ([MJC General Education Learning Outcomes](#)) The College also has specific Institutional Learning Outcomes which address Communication, Information and Technology Literacy, Personal and Professional Development, Cultural Literacy and Social Responsibility, and Creative, Critical and Analytical Thinking. ([MJC Institutional Learning Outcomes](#))

All SLOs are publicly accessible by the students and community, including through the online registration process, the catalog, and the College website. ([SLO & Assessment Handbook 2017: Where Are SLOs Located?](#)) The College has developed a Data Dashboard for all PLOs, GELOs, and ILOs. ([Institutional SLO Dashboard](#)) Additionally, all Program, General Education, and Institutional Learning Outcomes are measured for their effectiveness through the program review process, which includes reflection, evaluation, and resource requests for improvement. (Program Review examples)

A multidisciplinary group of faculty developed the Baccalaureate Degree Program learning outcomes for upper division coursework to ensure rigor and depth before continuing through the appropriate process of approval through the Curriculum Committee and the YCCD Board of Trustees. (BDP Agenda with PLOs)

Analysis and Evaluation:

MJC has made substantial progress in the development, documentation, and assessment of student learning outcomes at the program, general education, and institutional levels. The established PLOs, GELOs, and ILOs include learning outcomes that cover the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The criteria used to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program is outlined in Board Policies in accordance with California Code of Regulations Title 5, Education Code, the California Community College Chancellor's Office Program and Course Approval Handbook, and the Curriculum Manual. ([BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#), [BP 4100 \(Graduation Requirements for Degrees and Certificates\)](#))

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All course learning outcomes are mapped to PLOs, GELOs, and ILOs, and all student learning outcomes are measured, disaggregated for analysis, and evaluated through the program review process. (Sample maps) The College has made a significant investment in eLumen, a management system for SLOs and Program Review, which enables the tracking of resource allocation made for program and institutional improvement. Since 2015, the College has had the capability of tracking individual student attainment of SLOs, and the college redesigned Program Review for data disaggregation and analysis in the 2016-2017 academic year. Program Review at the College is now under a robust two-year cycle, which includes all course, program, general education, and institutional learning outcomes assessment. MJC is proud of the progress made in measuring and analyzing student learning evidence. The College will continue to strengthen the use of outcomes analysis that leads to improvement in programs. It has identified an Action Project to strengthen the integration of outcomes assessment data into institutional planning and resource allocation processes through the Quality Focus Essay.



II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard:

In alignment with California Code of Regulations Title 5 and in compliance with Yosemite Community College District Board Policy, the College requires all degree programs to include a component of general education based upon a carefully considered philosophy for both the associate and baccalaureate degree. ([BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#), [CCR Title 5 55061](#), [55063](#)) This philosophy is articulated in the college catalog and reflects learning outcomes that include a student's preparation for and acceptance of:

- Responsible participation in civil society
- Skills for lifelong learning and application of learning
- Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ILOs in MJC Catalog)

This philosophy informs the curriculum development and review process for general education curriculum and reflects the mission of the College. ([Curriculum Manual, intro?; guidelines](#))

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As outlined in Standard II.A.1 and Standard II.A.2, discipline faculty define and develop the curriculum for courses, the institution's general education philosophy, and degrees and certificates in accordance with the standards established. ([Curriculum Manual](#)) The Curriculum Committee leads and directs the curriculum review and approval process which includes a determination regarding the appropriateness of each course for inclusion in the general education curriculum based upon faculty identified student learning outcomes and competencies appropriate to the degree level as well as established General Education Learning Outcomes. ([BP 4025 \(Philosophy and Criteria for Associate Degree and General Education\)](#))

Under the guidance of the Curriculum Committee, the College also complies with California State University Executive Order 1033 (CSU General Education Breadth Requirements) and the guidelines for the University of California Intersegmental General Education Transfer Curriculum (IGETC) Standards version 1.3 when determining the appropriateness of courses for inclusion in the general education transfer patterns. The General Education Requirements, expected learning outcomes (GELOs) as well as the IGETC and CSU General Education Breadth Requirements are published in the college catalog and available on the college website. ([2017-2018 Catalog: GELOs](#), [GELOs on College Website](#))



The Respiratory Care Baccalaureate Degree Program requires 39 lower division units of general education, and twelve semester units of upper division general education coursework. General education requirements for the program are integrated and distributed to both lower and upper division courses. Students must certify lower division general education requirements are met through a CSU-GE Certification Worksheet. ([CSU GE Certification Worksheet](#)) The distribution of upper division general education requirements was specifically developed to provide students with advanced general education skills and knowledge necessary for the respiratory care field. ([Respiratory Care Baccalaureate Degree Program Courses](#))

Analysis and Evaluation:

The College has established general education requirements for the completion of an associate degree, transfer to the California State University, and transfer to the University of California. ([MJC GE Pattern](#)) These requirements align with California Code of Regulations Title 5 and Board Policy 4025. Underlying these general education requirements is a carefully considered philosophy for the associate degree that indicates that students receiving a degree are prepared to participate in civil society with a broad comprehension of knowledge and skills in the arts and humanities, the sciences, mathematics, and social sciences.

The curriculum development and review process ensures that the College relies on the expertise of faculty to determine the courses that are included in the general education curriculum and to ensure that these courses introduce to the variety of means through which people comprehend the modern world. ([Curriculum Manual](#)) In alignment with the mission of the College, General Education Learning Outcomes have been developed to ensure that the awarding of the degree represents both the development of skills in a specific discipline

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and a successful attempt on the part of the college to lead students through patterns of learning experiences that result in the accumulation of a breadth of knowledge. This includes the development of capabilities and insights that provide students with the ability to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and, to develop the capacity for self-understanding.

The College's general education philosophy, general education requirements and GELOs serve the College mission to facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape student into thoughtful, culturally aware, engaged citizens. The general education curriculum and learning outcomes brings coherence and integration to the separate requirements for the degree.

II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

All degree programs offered by the College, including the baccalaureate, include curriculum in at least one major area of study or an established interdisciplinary core curriculum. ([MJC Catalog program section](#)) All degree programs include General Education requirements and completion of specific courses and/or quantified number of units in the area of study. Faculty retain responsibility for ensuring that the content and methods of instruction for all program curricula meet accepted academic and professional standards and expectations including but not limited to compliance with California Code of Regulations Title 5. ([Title 5 55002](#)) ([Curriculum Manual](#)) During the review process CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of requisites, rigor and assessment of learning outcomes, and alignment with transfer requirements including but not limited to the C-ID requirements of Transfer Model Curriculum. ([Curriculum Manual](#), [Degrees and Certificates](#))

The identification and assessment of student learning outcomes is inherent in the faculty-led curriculum development and review processes. Through these processes, faculty identify courses specific to a major or specialized areas of study as well as courses that comprise the core of interdisciplinary curricula. These processes ensure that selected courses are appropriate to the degree and reflect theories and practices within the field of study. Through Program Review, faculty engage in the iterative process of evaluation and improvement of degree programs and student learning outcomes. ([Sample PR](#), [pr timeline](#))

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The Respiratory Care Baccalaureate Degree Program is focused on preparing students to serve in leadership roles in hospitals and clinics. Toward that end, the program includes a targeted study on healthcare leadership and operations. A general education course in organizational behavior and several courses focused on advanced respiratory care provide key theories and practices appropriate to the baccalaureate level. The program culminates in a capstone course, designed to provide students with an opportunity to synthesize program learning in preparation for leadership roles. ([Respiratory Care Bachelor Degree Courses](#))

Analysis and Evaluation:

MJC offers degree programs across a diverse spectrum of disciplines of study. ([CCCCO Program Inventory](#)) Faculty who hold the minimum qualifications to teach in these disciplines retain the primary responsibility for developing and reviewing curricula, key theories, focused courses, learning outcomes, general education and degree requirements specific to each major or area of study. Curriculum development, approval, and review processes, as well as the cycle of outcomes assessment and program review, are all components of a holistic approach to continual quality improvement, ensuring that key theories and practices within the fields of study remain current and relevant. All programs include a focused area of inquiry or required major courses. ([Program outlines in catalog](#))

II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

Modesto Junior College offers 48 programs in career technical education (CTE) that culminate in the award of either a degree or a certificate. ([list of CTE program degrees & Certificates](#)) In compliance with California Code of Regulations Title 5, the curriculum review process includes provisions for CTE curriculum to be reviewed every two years. ([Curriculum Review Matrix](#)) As part of the Career Technical Education (CTE) Program Review process faculty conduct an analysis of curriculum, course scheduling, student learning outcomes assessment, productivity, enrollment trends, staffing, labor market data and information, and changes in the industry. ([CTE sample program review](#)) CTE Program Review also includes processes to gather input and feedback from program advisory committees as well as review and analysis of labor market data documenting workforce needs, and student internship opportunities. ([Advisory Committee minutes –Irrigation Tech](#))

Other measures of student success and achievement such as gainful employment, licensure examination pass rates, completion, and labor market salary increases resulting from skill enhancement or skill building serve as evidence that that graduates completing career-technical degrees and certificates demonstrate technical and professional competencies that meet employment standards. Researchers and program faculty track and assess outcomes

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through analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellor's office. ([Scorecard](#)) The College maintains Gainful Employment Data and Licensure Exam Pass rates that are available on the college website. ([Gainful Employment Data](#); [Licensure Exam Pass Rates](#)) The College uses Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. ([link to program site](#)) MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellor's Office. This survey provides additional data on student post completion employment and success. ([link to survey data](#))

Individual programs that require third party accreditation or certification are in compliance with those external mandates and requirements. ([CoARC, BRN, MAERB... accreditation evidence](#)) The College offers six programs that require students to pass a licensure or certification examination to qualify for employment in the field. Pass rates these programs are typically above 85% and exceed Institution Set Standards for licensure passage rates. ([Table of licensure pass rates](#))

All CTE programs have established student learning outcomes based on industry standards that identify specific knowledge, competencies and/or technical and professional skills required by the field. ([AGM-235 COR](#), [NURSE-115 COR](#), [ELTEC-208](#), [Syllabus - LOGST-205](#)) CTE advisory committees provide current expertise from industry representatives that shape curriculum and learning outcomes. ([Advisory minutes: nursing](#), [Machine Tool Tech](#)) All new CTE programs are reviewed for affirmation by the faculty from Central Valley community colleges through the Central Region Consortium program recommendation process. ([Central Region Consortium MJC](#)) CTE degree programs also have general education requirements that are mapped to Institutional Learning Outcomes. ([link to evidence in prior section on gen to ILO mapping](#))

MJC engages key stakeholders in the development, planning, implementation and evaluation of CTE programs. ([ELTEC Advisory Minutes](#), [Business Administration Advisory meeting minutes](#)) These stakeholders include students, faculty, administrators, counselors, representatives of tech prep consortia, representatives from K-12 school districts, and representatives of business and industry. CTE program administrators and faculty convene meetings with program specific advisory councils, boards, and committees throughout the academic year. An annual CTE local planning meeting provides the opportunity to develop recommendations for programs and obtain feedback from potential employers. ([Annual CTE Planning Meeting 2015](#))



The Respiratory Care Baccalaureate Degree Program was developed through ongoing collaboration with industry and certification experts in the respiratory care field in order to meet employment standards and licensure according to the current certification requirements of CoARC. ([CoARC entry Standards, p. 6](#); [baccalaureate program eligibility requirements](#); [Baccalaureate Learning Outcomes Curriculum Map](#))

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Analysis and Evaluation:

Graduates completing career technical education degrees and certificates demonstrate technical and professional competencies that meet employment standards and preparation for external licensure and/or certification in respective industries. CTE program faculty and administrators work collaboratively with key stakeholders from the community, business and industry, K-12 school districts, and students in the planning and evaluation of CTE Programs. (CTE advisory membership lists) CTE advisory committees play a central role in providing information, input, and feedback to CTE faculty to ensure that CTE curricula and programs reflect the knowledge base and skill development required for employment, including knowledge and skills needed for the baccalaureate degree. Data on student outcomes and performance in the labor market are used to assess program effectiveness at meeting employment standards and preparation for external licensure and certification. (program review samples)

II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard:

The College has established a program discontinuance process which has been developed and approved by the Academic Senate through the participatory governance process. ([BP 4021 \(Program Discontinuance\)](#)) In accordance with Board Policy, the California Education Code, and the California Code of Regulations Title 5, the program discontinuance process includes provisions to mitigate negative impacts of substantial changes or program discontinuance on students who are in progress of completing the program of study identified for discontinuance. ([MJC Program Viability Assessment: Revitalization, Reduction, and Discontinuance Procedures](#)) This process articulates the commitment of the College to make every effort to allow students to complete their program of study or certification within a reasonable period of time. Program Review is the primary mechanism through which programs are evaluated for relevance, vitality, and viability. If the Program Review indicates that a program may no longer be viable due to decreasing enrollment trends, inadequate funding, non-compliance with requirements and/or mandates, etc. the Program Viability Procedure guides faculty in developing a response to the findings and an appropriate action plan. ([MJC Program Viability Assessment: Revitalization, Reduction, and Discontinuance Procedures](#)) Students can access detailed information about program discontinuance procedures on the college website. ([MJC Program Viability Assessment: Revitalization, Reduction, and Discontinuance Procedures](#))

Analysis and Evaluation:

The College utilizes the curriculum development and review process, the Program Review process, and student outcomes data to evaluate the relevance of curricula and educational programs. The College has established criteria to determine program viability. ([MJC Program Viability Assessment: Revitalization, Reduction, and Discontinuance Procedures](#))

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In the event that a program is found to no longer be viable the College has established guidelines to develop a response to the findings and an appropriate course of action, which may include suspension, discontinuance or revitalization. The College has established policies and procedures to ensure that students are able to complete their education in a timely manner with minimum disruption when programs are eliminated or program requirements are significantly changed and that they can easily access information about the process.

II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard:

The College has established policies, procedures, and practices that ensure regular engagement an iterative process of evaluation and continual quality improvement of all instructional programs. These processes include:

- Curriculum development and review processes ([Curriculum Manual](#), [Curriculum website](#), [Curriculum Review Matrix](#))
- Program Review Process ([program review samples](#), [Program Review/Assessment Cycle](#))
- Student Learning Outcomes development, review and assessment practices ([OAW website](#), [SLO & Assessment Handbook 2017](#))
- Faculty performance evaluations ([YFA Contract Article 6](#))
- Review and analysis of student outcomes data ([eLumen disaggregated data](#))
- Collaboration with key stakeholders through advisory groups ([Advisory minutes: nursing](#), [Machine Tool Tech](#), [ELTEC Advisory Minutes](#), [Business Administration Advisory meeting minutes](#))
- Professional development ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#), [Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#)) As discussed in Standard II.A.2, through the program review process, faculty analyze student learning outcomes and achievement rates; examine program currency, appropriateness, and effectiveness; evaluate previous resources; and conduct long-range planning.

Courses delivered through distance education are regularly reviewed for currency and quality as are all College courses. Community Education personnel review courses each year when they publish a new class catalog. ([MJC 4 Life Catalog](#))

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Analysis and Evaluation:

The College regularly reviews and evaluates the currency and quality of all instructional curricula and programs offered in the name of the institution regardless of delivery mode or location. MJC systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. ([Curriculum Review Matrix](#), [Program Review/Assessment Cycle](#)) Criteria used to review and evaluate curricula and programs includes relevance, appropriateness, achievement of learning outcomes. ([Curriculum Website](#), [Curriculum Manual](#), [COMM-400 COR](#), [AGM-235 COR](#), [ENGL-45 COR](#)) Evaluation includes comparison data on student success and achievement across traditional and online modalities. Student performance and outcomes data is also used to determine gaps in student performance and achievement. In response to findings from assessment and achievement data, the College has developed and implemented strategic plans to enhance and improve student success and learning. ([ATD Implementation Plan](#), [Basic Skills Plan](#), [Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#), [Title V Grant Abstract](#))



Demonstrated review and evaluative practices and processes collectively support and ensure currency, quality and improvement of programs. Through the process of self-evaluation, the College developed an Action Project to strengthen the processes that support program improvements developed from faculty assessment. Specific plans to address these improvements are discussed in the Quality Focus Essay.

Standard II: Student Learning Programs and Support Services

Standard II.B Library and Learning Support Services

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard:

MJC librarians work with instructional faculty to identify library and research services needed by students from all instructional programs. Librarians provide check-out services, reserves support, and research assistance. Librarians also teach a three-unit library research course, conduct bibliographic instruction for more than 100 class sections, and lead library instruction workshops throughout the year. ([Library and Learning Center](#); [Course Reserves](#); [PiratesNET Class Search](#); [Library & Learning Center Workshops](#)) Individual help is

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available by email, phone, chat, or text. ([MJC Ask a Librarian](#)) Research resources include information on citation, plagiarism, and formatting as well as tools to organize bibliographies and other research materials. ([MJC Ask a Librarian](#); [Noodle Tools](#)) Librarians maintain a collection of help videos that are easily accessible on an MJC Library YouTube channel. ([MJC Youtube - Research 101](#)) Finally, to ensure every student need is met, a group of three or more students can request a customized workshop on a specific topic and targeted services for online students are also available. ([Workshop on Demand](#); [Services for Students Online](#)) In fall 2014, librarians worked with more than 3300 students via one-on-one research help (in person and via chat, text and email) and 2025 students in 64 sections that received bibliographic instruction. ([L & LC 2015 Quick Data Reference Guide](#))

Tutoring services are provided for a broad variety of more than 60 courses, based on needs identified by instructors. Peer writing tutors work with students from across the college on improving their writing assignments and skills. Content-specific peer tutors assist students during 30-minute appointments in a range of disciplines, including mathematics, social sciences, speech communication, and natural sciences. ([Library and Learning Center](#)) In addition, peer math tutors are available to help students on a drop-in basis. ([Tutoring and SI 2015-16](#)) Supplemental Instruction is available for select courses, including anatomy, physiology, history, chemistry, algebra and statistics. ([Supplemental Instruction](#)) Online tutoring options are being researched, as previous attempts to provide this service were underused and unsustainable. The Library and Learning Centers conducted an online tutoring pilot in spring 2017, using ten designated English 101 classes. The Canvas Zoom tool, available through California's statewide Online Education Initiative, is being used to conduct one-on-one synchronous tutoring sessions. Online tutoring will be fully available to students beginning fall 2017.

Both L & LCs have open computer labs with a total of 200 computer workstations. ([Computer and WiFi Home](#)) Computers access the Internet, the college's learning management system, and standard applications such as the Microsoft Office Suite, as well as print in color and black and white.

Library services, materials, and technologies are evaluated through the program review process. ([Library and Learning Center Program Review 2016](#)) After assessing the challenge of providing library and learning support services to a two-campus college, MJC enhanced its services and now operates two comprehensive Library & Learning Centers (L & LCs), one on each campus. Planning for personnel, technology, and materials led to a deep variety of materials and support on both campuses, including published hours, phone numbers, and services on each campus. ([Library & Learning Center](#)) The L & LCs provide traditional library services, including computer labs, as well as tutoring and Supplemental Instruction on both campuses. During the academic year both L & LCs are open Monday through Friday from 7:30 am to 8:30 pm. The East Campus L & LC is also open Saturdays from 8:15 am to 5:00 pm.

Both facilities were recently remodeled to provide group study rooms, additional desktop and laptop computers, and other student technologies, the West Campus L & LC in 2013 and the East Campus L & LC in 2014. ([Study Rooms Home](#); [Technology You Can](#))

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[Borrow](#)) Through the evaluation of resource needs of MJC students pursuing STEM and health-related degrees, the College remodeled the West Campus Library through a Department of Education STEM and Articulation grant to add seven technology-enabled study rooms and wireless infrastructure as well a variety of anatomy models. ([STEM grant](#); [Study Rooms](#); [Science Models](#))

The College continues to invest in library materials and technology support to meet the learning needs of its students. Library materials budgets have been consistent since the economic recovery, with approximately \$70,000 allocated from the college's general fund annually. This allocation is supplemented by categorical funding when available, including Instructional Equipment and Library Materials (IELM) funds. ([IELM Library allocation](#)) Library collections include more than 23,000 print volumes, 22,000 eBooks, 37 research databases, dozens of detailed research guides, approximately 130 periodical subscriptions and a thorough collection of textbooks and other materials available on reserve. ([ACRL Survey 2015](#)) Research databases from vendors such as EBSCO, Gale, Films on Demand, Kanopy, NewsBank and others provide access to scholarly journal, newspaper and magazine articles, streaming video content, reference materials, literary criticism and pro/con resources. ([Library Database Webpage](#))

The L & LC uses the Online Computer Library Center's (OCLC) WorldShare integrated library system (ILS). WorldShare is a cloud-based ILS that uses the WorldCat database as its front-end OPAC. As a full-featured ILS, WorldShare supports all aspects of library operations, including patron account management, record maintenance, course reserves and interlibrary loan.

The Library & Learning Centers are overseen by the Dean of Literature and Language Arts, Library, and Learning Resources. The dean is assisted administratively by the Library & Learning Center Manager and an administrative secretary. Five full-time librarians, six library support staff and 20-30 student workers operate the library. Six instructional staff and approximately 50 tutors and Supplemental Instruction leaders handle tutoring operations. Two computer lab assistants and more than ten student workers run the computer labs. ([LLC Strategic and Operational Plan 9.7.16](#))



MJC's four-year bachelor's degree in Respiratory Care program accepted its initial cohort for the fall 2017 term. In preparation, the liaison librarian to the Allied Health division worked with the program's lead faculty to identify a targeted plan of service for students in this new program, including online journals and databases. ([Respiratory Care Plan of Service](#))

Analysis and Evaluation:

MJC's Library & Learning Centers provide a broad array of services and resources in support of the college's educational programs. MJC's two campuses each have a comprehensive L & LC that is open more than twelve hours a day and staffed by faculty librarians and instructional support staff. Many library resources and services are electronic and available to all students regardless of their location. ([Services for Online Students](#)) In recent years the L

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& LC budget has been stable. Tutoring services capacity was built largely through a Department of Education STEM and Articulation grant, including a comprehensive tutor training course. As the grant winds down alternative funding sources have been identified to continue offering robust tutoring services.

Library & Learning Center resources and services are heavily used by students. In 2014-15 the combined L & LC gate counts are more than 500,000, translating to roughly 3,000 visits per day during the academic year. ([Security Gate Counts 2014-15](#)) Importantly, L & LC users are satisfied with their experience, as demonstrated by the high number of positive comments received in a recent college wide survey. ([Survey - Candy Bar](#))

Library resources are frequently used by students. For example, research databases were used to access more than 200,000 articles in 2014, while physical books circulated more than 5,000 times during the same period. At the same time, circulations of textbooks and other materials loaned from the reserve collection exceeded 20,000. ([ACRL Survey 2015](#)) The high usage of electronic resources, in particular, shows the flexibility of the Library's collections and its ability to provide all students—including online students—access to reliable resources. Tutoring services are also heavily used and appreciated by students. In fall 2014, the L & LC provided more than 5,300 individual tutoring appointments and 2,800 drop-in math tutoring appointments. ([L & LC 2015 Quick Data Reference Guide](#))

The library regularly assesses and improves its services. It migrated to OCLC's WorldShare integrated library system in 2013. This move provided numerous improvements over the previous system, including the ability to simultaneously search both physical collections and electronic resources as well as streamlining interlibrary loan services. A proxy server allows all MJC employees and registered students to access the library's electronic content from on and off campus. This service will be improved once new server technology is implemented that will reduce nightly downtime to provide near 24/7 availability of electronic resources. Supplemental Instruction (SI) is well used and highly successful. In fall 2014, the L & LCs offered SI for fifteen courses and more than 2,800 students participated. SI participants had a higher retention rate (92% vs 81%) and success rate (82% vs 58%) than their classmates. ([SI Assessment Fall 2014](#)) A similar analysis conducted in fall 2013 also found SI participants had higher retention and success rates. ([SI Assessment Fall 2013](#))

High usage rates combined with high user satisfaction suggests that MJC's Library & Learning Centers meet faculty and student needs and support the college's educational programs. Further, these needs are met through a wide variety of high quality resources and services that are consistently funded by the college.

II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

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Evidence of Meeting the Standard:

The acquisition and maintenance of library materials is guided by the MJC Library's Collection Development Policy. The policy was most recently updated in 2015 and articulates the purpose of the collection, responsibility for oversight and evaluation, and criteria for both selection and deselection of materials. ([Collection Development Policy](#)) Full-time faculty librarians have primary responsibility for selecting and maintaining library materials. In addition, a librarian serves on the Curriculum Committee and reviews all new and modified courses — in all modalities — for needed materials. This process is formalized on the curriculum proposal document, which includes a section where faculty identify library materials and services necessary to support the course. ([Curriculum - New/Revised Course Submission](#)) A librarian also serves on the Distance Education Committee, helping to ensure library materials and services meet the needs of online students and faculty.

The Collection Development librarian and other librarians working with their liaison areas ensure faculty from throughout the college provide input into the collection development process. ([Library Liaisons](#)) Embedded librarians work closely with classroom faculty to ensure student needs are met. ([Library - Faculty Services](#)) Faculty, staff and students are also encouraged to submit requests for library materials through a form available on the L & LC's website. ([Library - Materials Purchase Request Form](#))

A full-time librarian is responsible for maintaining the Library & Learning Center website and ensuring the layout, research guides and other linked resources are compiled and displayed in a pedagogically sound manner. In addition, a faculty member from the Literature & Language Arts division is responsible for the Writing Center (a sub-area of the Learning Center) website. This page includes links to handouts and other resources to help students improve their writing. ([Library & Learning Center - Writing Center Website](#)) Discipline faculty and Library and Learning Center personnel select and maintain tutoring resources for students. Tutor training courses are taught by faculty and the L & LC Manager who select course materials and prepare tutors in the use of appropriate learning aids (e.g., grammar handouts or anatomy models). ([COR - Tutor 100](#), [COR - Tutor 110](#))

The recent acquisition of Chromebooks to replace aging tablet computers loaned to students provides an example of the methods used to inform the acquisition process. As the tablets aged, staff paid close attention to declining battery life and other problems. A brief survey identified why students were borrowing the tablets and what functionality they required. ([Computer Needs Survey](#)) With the results in hand, YCCD District IT was consulted regarding cost effective options for meeting the identified needs, leading to the purchase of Chromebooks. A follow-up satisfaction survey was conducted to ensure they met student needs, the results of which were overwhelmingly positive.

Analysis and Evaluation:

Library materials and learning center resources are selected and maintained through a collaborative effort involving librarians, classroom faculty and tutoring staff. A detailed collection development policy guides library acquisitions with the input of a variety of

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sources, including classroom faculty. ([Collection Development Policy](#)) The result is a responsive, dynamic collection comprised of print and electronic resources that meet student and faculty needs. This is demonstrated by the consistently high satisfaction rates of L & LC users. ([Survey - Candy Bar](#))

With the imminent launch of the four-year respiratory care degree, the L & LC took steps to ensure sufficient library materials were available to support the new program. These steps included working closely with discipline faculty to identify needed resources, developing a plan of service and implementing the plan prior to the program's start. ([Respiratory Care Plan of Service](#))

Tutor training materials and other instructional support equipment available through the L & LCs, including anatomy models, calculators and laptops, are selected by L & LC personnel based on identified needs and suggestions from faculty and students.

II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

Collegewide surveys routinely demonstrate that the Library & Learning Center meets the needs of students. For example, respondents to a 2015 survey of support services gave the L & LCs the highest-rated responses of all services listed. ([Survey - Candy Bar](#)) The L & LC was also viewed favorably in the 2015 Community College Survey of Student Engagement (CCSSE). Of the 544 students with an opinion of the research assistance they received, 83% reported that it helped "a lot" or "somewhat." ([CCSSE Results for LLC - question #14](#))

Librarians regularly assess all aspects of library instruction. Assessment is scheduled to align with college processes and provide a reasonable timeline for each area being assessed. ([Library Instruction Assessment](#)) LIBR100, the Library's credit course, assesses its SLOs as part of the college's assessment cycle. ([Library 100 Assessment 2013](#); [GELO/ILO Report](#)) Recent assessment activities focused on information literacy workshops (fall 2014), and research help (spring 2016).

In addition to regularly scheduled assessment activities, librarians regularly conduct ad hoc assessment. Recent examples include a usability study of desktop configuration in the computer labs, student focus groups convened to improve the L & LC's web presence, and a needs assessment was conducted to inform the purchase of new equipment for a laptop loan program. ([Library Instruction Assessment](#))

Tutor training courses (TUTR 100 and 110) will regularly assess course SLOs as part of the college's assessment cycle. [Tutoring GELO/ILO Report](#)[2] The next assessment is scheduled for spring 2017.

Supplemental Instruction (SI) was thoroughly assessed in fall 2013 and again in fall 2014. SI participants had a higher retention rate (92% vs 81%) and success rate (82% vs 58%) than their classmates. ([SI Assessment Fall 2014](#)) A similar analysis conducted using fall 2013 also found SI participants had higher retention and success rates. ([SI Assessment Fall 2013](#))

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Less formal evaluation is conducted periodically as needed. These assessments again show that the L & LC identifies student needs and confirms how well it meets those needs. One example, referred to above in Standard II.B.2, pertains to the replacement of circulating tablet computers. Prior to purchasing replacement computers a brief survey was conducted that identified why students were borrowing them and what functionality they required. ([Computer Needs Survey](#))

Other L & LC services (computer labs, reserves, and tutoring) are currently planning assessment strategies, coordinated by the division's Assessment Committee.

Analysis and Evaluation:

The Library & Learning Center regularly evaluates its services and resources. In spring 2016 the division established an Assessment Committee to coordinate assessment activities, with a focus on the services that were not regularly evaluated through established processes. Some of the evaluation activities within the L & LC are institutionalized processes, such as the assessment conducted for the LIBR 100, TUTR 100 and 110 credit courses. These assessments show that students are meeting student learning outcomes. Collegewide surveys such as the candy bar survey consistently demonstrate that students are satisfied with the L & LC's resources and services. ([Survey - Candy Bar](#)) The assessment of information literacy workshops and research help also show that participating students achieve the learning outcomes and are satisfied with the service. ([Library Instruction Assessment](#))

II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard:

The L & LCs rely on an array of outside entities for key services and equipment. All of the library's 37 research databases are available via subscriptions with numerous vendors and publishers. Most of these resources are purchased through a statewide consortium established in partnership between the Council of Chief Librarians and the Community College League. ([CCLC Invoice](#)) New databases are acquired to fill gaps in the existing collection and to meet identified needs. Librarians rely on reviews of resources to select the best product that fits within the allocated budget. (examples of reviews from listserv?) Prior to renewing subscriptions, librarians evaluate database usage statistics, changes in curricular needs, and cost, among other factors, before deciding whether or not to renew. (evidence of review?)

The Library uses OCLC's WorldShare integrated library system (ILS), which includes backend patron account management, print and electronic resource cataloging functionality, interlibrary loan and course reserve modules. The system also provides a robust online public

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access catalog (OPAC) that supports discovery and integrated interlibrary loan functionality. The subscription with OCLC is maintained in collaboration with our sister institution, Columbia College. One benefit of this arrangement is that materials held by the Columbia College Library are given greater weight in typical search results and can then be requested and received quickly through a district-wide courier service.

LibGuides and LibAnswers, two tools from the vendor Springshare, are another example of resources from an outside entity that the L & LC relies heavily on. LibGuides is used to create and maintain all of the research guides and tutorials, while LibAnswers is the virtual reference software that supports chat and email research help. ([Springshare Contract](#)) Both L & LCs have 3M security gates at the entrances to deter and prevent theft of library materials. The gates work in conjunction with RFID pads that are also provided by 3M. The pads activate RFID tags attached to each item in the L & LC collection. In addition to enhanced security, the gates provide passive gate count statistics. The RFID tags and pads increase efficiency by speeding up circulation and technical services processes. ([Gate Counts](#)) In the past the L & LCs worked with outside organizations to provide online tutoring, but those solutions proved unsustainable. The L & LC is currently investigating the tools available through California's statewide Online Education Initiative to find a permanent online tutoring solution.

The College assesses the use and effectiveness of its library and learning services through regular student assessments, including the annual CCSSE, the 2015 Candy Bar Survey, and the Library Instruction Assessment. ([Candy Bar Survey](#); [CCSSE](#))

Analysis and Evaluation:

The L & LC's reliance on the community college statewide library consortium to purchase electronic research databases allows the college to maximize the use of library materials budgets for critical purchases. This practice increases purchasing power by leveraging the combined buying power of the consortium's member institutions, which include nearly all California community colleges as well as some community colleges from surrounding states. Collaborating with the consortium also provides streamlined bookkeeping by consolidating subscriptions from multiple vendors into a single invoice. OCLC's Worldshare ILS and Springshare's LibGuides, LibAnswers, and LibCal are four critical tools for which the L & LC relies on outside entities. Contracts are in place that ensure the tools are consistently available and provide technical support to assist with any issues that arise. All three were acquired in response to identified needs after a rigorous review process. In the case of WorldShare, the L & LC migrated from another product in 2013. The process was initiated by L & LC staff initiated the process after being increasingly disappointed with the functionality of the old ILS. An extensive review of alternative solutions was conducted before the decision was made to switch products. ([L & LC - Faculty Meeting Minutes, 11/1/2012](#))

3M provides the L & LCs with a complete industry standard security system, including pads and gates. These are provided with an annual maintenance contract that includes technical support and service calls. Periodic inventories assess quantity of missing material (i.e. if

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gates are functioning, quantity should remain low, which has been the case in recent years). ([L & LC May 2015 Inventory](#)) Observation and discussion with staff shows RFID pads are used and effective. Staff get audible and visible alerts at time of incidents, allowing staff to intervene and leading to the recovery of secured material passing through gates.

The L & LC facilitates regular student surveys to assess the usage and effectiveness of its services. Regular discussion with instructional faculty identifies library support needs for individual disciplines. Student and faculty responses are a primary driver of exploration and adoption of new services.

Standard II.C: Student Learning Programs and Support Services

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard:

The stated mission of Modesto Junior College is to “transform lives through programs and services” through the provision of a “dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community.” The College maintains a comprehensive portfolio of student support services that assist student learning and aid in accomplishing the mission of the college. These services include:

- [Admissions and Records](#)
- [Articulation](#)
- [Associated Student Government](#)
- [CalWorks](#)
- [Campus Life & Student Development](#)
- [Career Center](#)
- [Comprehensive Student Information System \(PiratesNet\)](#)
- [Cooperative Agencies Resources for Education \(CARE\)](#)
- [Counseling](#)
- [Disabilities Support Programs and Services \(DSPS\)](#)
- [Extended Opportunity Programs & Services \(EOP&S\)](#)
- [Health Services](#)
- [International Student Program](#)
- [K-12 Partnerships](#)
- [Male Collaborative Support Program](#)
- [Mental Health Services](#)
- [Transfer Center](#)

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- [Scholarships](#)
- [Student Financial Services](#)
- [Student Success Pathways Centers](#)
- [Testing and Multiple Measures Assessment](#)
- [TRiO Student Support Services](#)
- [TRiO Upward Bound Program](#)
- [TRiO Talent Search/Gateway Program](#)
- [Umoja](#)
- [Veterans Resource Center](#)

In order to support the MJC mission of providing a high quality undergraduate educational environment, evaluation processes are established to measure and improve the quality of student support services. The program review process, which includes student learning outcomes assessment, is the primary mechanism through which the College evaluates programs and services. The process of assessing and improving support service learning outcomes is outlined in the MJC Student Learning Outcomes and Assessment Handbook. ([SLO & Assessment Handbook 2017](#)) All instructional courses delivered by library and counseling faculty have Course Learning Outcomes (CLOs) that map to and inform applicable General Education (GELOs) and Institutional Learning Outcomes (ILOs). ([need screenshot of Counseling CLO to GELO/ILO in eLumen](#)) Additionally, each student services area has established Support Service Learning Outcomes (SSLOs) that map to and inform Service Area Outcomes (SAOs). Support Service Learning Outcomes are published on the websites for each service area, and are also communicated at the point of service such as appointments, workshops, presentations, and related activities. ([Counseling Center Student Learning Outcomes](#); [need other links](#)) Service Area Outcomes, as well as any appropriate Administrative Unit Outcomes (AUOs), are published on the websites for each service area ([need link to AUOs](#)). All student learning outcomes, including Support Service Learning Outcomes and Service Area Outcomes, are designed to lead to institutional learning outcomes to meet the mission of the College, and are evaluated through Program Review. ([SLO & Assessment Handbook 2017: SSLOs and SAOs](#))

The Program Review process for Student Services not only incorporates the assessment of learning outcomes, but includes an analysis of program and service data. ([snapshot of Student Services program reviews](#)) Categorical and grant funded services and programs also incorporate data and findings from annual reports, as well as other mandated reporting documentation, program planning. ([Title V Annual Report](#)). Service plans for these programs are reviewed regularly by the California Community Colleges Chancellor's Office, the U.S. Department of Education, or other funding agencies ([DSPS Annual Report](#), [CalWORKS Annual Plan](#), [EOPS Annual Plan](#); [FA BOG Report](#)). This increased focus on the use of data as a basis for informed decision-making is reflected in discussions and planning agendas throughout Student Services ([DSPS retreat agenda](#); [EOPS Retreat](#)).

Data review and analysis have become institutional starting points for evaluating and improving student support services. Through the protocol of analyzing and evaluating student achievement data, the College developed a focused change agenda of interrelated interventions and activities to enhance the student educational experience in all delivery

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modes. ([Student Equity Plan data, p. 13, 20, 27-30, 37, 43](#)) College leaders and faculty from across the college are now implementing initiatives to increase student success because of the analysis of the Student Equity data.

As a result of the increased review and analysis of data, as well as the evaluation of the quality of student service and student support programs, several improvements have been made to enhance student services and increase student success outcomes:

- Development of interdisciplinary First-Time-In-College course for incoming students ([FTIC](#))
- Development and implementation of support program for men of color ([Male Collaborative brochure](#))
- Collaboration with the Center for Urban Education to develop communities of practice for faculty and staff ([CUE Faculty Institute](#))
- Implementation of the California Community College Research and Planning Groups' *Six Factors for Student Success* as a framework for the structure and delivery of student services and student support. ([Reflection Spring 2015](#), [Spring 2015 Institute Day Agenda](#), [Great Teachers' Retreat w/Darla Cooper](#), [Six Success Factors](#); [President's Reflect email](#))
- Collaboration with the Disney Institute to develop a holistic, comprehensive, institution-wide approach the student engagement and service for faculty and staff ([Disney Institute Training Module 1](#); [Disney Institute Training Module 2](#))
- Additional Student Success Specialists (connecting students to support services). ([Specialists webpage](#))
- Book Loan program for students ([Book loan advertisement and docs](#))
- Re-designed student services facilities and processes that enable one-stop services on both campuses ([Title V Grant](#); [Redesigned student services facilities](#))
- Development of accelerated programs ([Acceleration Plan](#))
- Commitment to development of meta-majors/guided pathways ([Pathways application](#) and [acceptance letter](#))
- Convening a faculty retreat focused on equity-minded and success-driven practices ([GTR 2015](#); [GTR 2016](#))
- Launching student success Pathways Centers for drop-in SSSP services ([Pathways Center webpage](#))

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- Utilizing multiple measures assessment ([Minutes - College Council 3/9/15](#), [Multiple Measures Doc \(Opening Doors\)](#))
- Understanding and leveraging Growth Mindset for success ([Specialist Inside Track Training](#))
- Conducting research with Student focus groups to learn about institutional barriers for students ([Equity Focus Group](#))
- Improving student learning resources, including tutoring, SI, and supplementary modules
- Developing K-12 and adult education partnerships ([Courses Offered in High Schools](#), [TRiO Upward bound website](#), [TRiO Educational Talent Search](#); [TRiO Gateway/Talent Search](#); [CCAP Agreement between YCCD & MCS](#))
- Increasing student engagement and connection through direct contact via student specialists ([Specialist Outreach contact/yield data](#))

In 2015, the institution analyzed quantitative and qualitative data to ensure comparable service delivery on both college campuses. From that evaluation, the College developed and acquired a Department of Education Title V Grant focused on reducing academic, procedural, and physical barriers to student success. ([Candy Bar Survey, p. 20](#); [Title V Data Elements](#); [Title V Concept](#)) With grant funding, the College redesigned many of its student services operations, improving services on both campuses in the following ways:

- Renovated the first floor of a West Campus building to enable greater student access; comprehensive, co-located student services; and the integration of department services. Students now have a true one-stop shop on each campus. ([Expanded Student Services West Campus](#))
- Hired additional personnel to meet the processing and advising needs of students on both campuses, including new counselors to provide core services and new classified professionals to connect students to services and provide integrated enrollment and financial aid services. ([Board agenda - new counselors](#), [Student Services Representative job description](#) [Student Success and Equity](#))
- Streamlined testing services to accommodate students in multiple testing rooms on both campuses on a drop-in basis, replacing appointments and lengthy wait times. ([Testing Center](#))
- Established a Pathways Center on each campus, where students can drop in for questions, assistance with core services, or to see a counselor. ([Pathways Center webpage](#))

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The College is committed to providing comprehensive, reliable resources and support services to address diverse student needs in multiple locations and means of delivery. Student Services managers meet regularly to coordinate, assess, and improve services. ([SS Managers agenda 6/14/16](#)) Managers from counseling, financial aid, enrollment services, special programs, equity programs, student success, health services, student life, and TRiO programs discuss the needs of students and work together to improve services and evaluation in all areas. ([Agenda – SSLOs](#)) The College instituted a new mobile phone application that enables students to access PiratesNet, Canvas, campus maps, and contact information from their phone. ([MJC Mobile Phone App](#))

In order to support the College mission of delivering programs and services to the diverse populations of our region, special programs provide targeted services to student populations on both campuses. Special services for students include Disabled Student Programs and Services (DSPS), which provides assistance to students with disabilities. The DSPS office includes oversight by a Dean for Special Programs; five dedicated counselors; three DSPS testing center staff; one alternate media expert; and administrative support staff. ([Disabled Student Programs and Services Personnel](#)) Assistive technology has been placed in computer labs throughout the campus to ensure accessibility. A full-time alternative media specialist assists students and faculty in meeting the requirements mandated by the Americans with Disabilities Act, Section 508C ([DSPS link on website](#), [DSPS Services in Catalog](#)). In addition to these offerings for students, there is an entire segment of training dedicated to online accessibility, as well as the best practices involved in online teaching of students with disabilities, in the MJC online faculty training courses. ([DE training agenda](#); [Online Accessibility Training](#))

Protocols established by the Distance Education Committee ensure that services are appropriate and specifically designed for students taking courses online. Online student support services are outlined in the Distance Education Plan ([DE Plan](#), p. 12-14) and DE Substantive Change Proposal approved by the Accreditation Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges in Spring 2016. ([DE Sub Change](#)) Students access Distance Education support services through electronic links to student support websites. ([Online Student Resources Page](#)) These services include:

- Online application for admissions
- Online enrollment services
- Online orientation program
- Schedule of Classes
- MJC Catalog
- MJC Student Handbook
- College forms
- Online Student Helpdesk
- Canvas website help for students
- Canvas log in assistance for first time users
- Canvas Student Guide
- Discount Software

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- Electronic Add Card
- Online Advising
- Online Readiness Quiz
- Student email
- Library Services

The Library & Learning Center (LLC) offers comprehensive library and learning resources on both campuses. The LLC website also offers many online resources to students, including the library catalog, eBooks, subscription databases, and research guides. Librarians are available remotely via chat, Twitter, phone, text, and email to support students with research questions. The website also provides information about tutoring, supplemental instruction, and the writing center. On the LLC homepage, under the Services heading, there is a link specifically for Services for Distance Learners. On this page, there are sections for Requesting & Borrowing materials, Research Help, Technology in the LLC, Tutoring & Supplemental Instruction, and Working with a Librarian. ([LLC Website](#))

The Education Master Plan links all other College initiatives and plans to the strategic priorities of the college. ([EMP Logic Model](#); [Strategic Plan](#)) All Student Services programs directly support the college mission through the implementation of these initiatives. MJC is an Achieving the Dream (ATD) college, and through work with the ATD network, the College has developed a comprehensive, strategic focus on closing achievement gaps and accelerating success among diverse student populations--particularly low-income students and students of color. ([Achieving the Dream Implementation Plan](#)) The College is in the third year of implementing a Student Equity Plan (SEP), which identifies achievement gaps across an array of student groups in five key areas: access, course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer velocity. The SEP proposes both pedagogical and co-curricular activities and methodologies to address inequitable outcomes of disproportionately impacted student groups ([Student Success Initiatives Trifold](#)).

Analysis and Evaluation:

The College has established policies, procedures, and practices that ensure regular engagement in an iterative process of evaluation and continual quality improvement for all student support services, regardless of location or means of delivery. In alignment with ATD's foundational premise that improving student success on a substantial scale requires colleges to engage in bold, holistic, sustainable institutional change, the College has established a framework to guide the redesign of student support services to enhance student learning and improve student outcomes. Criteria used to review and evaluate student services and student support programs includes relevance, appropriateness, achievement of learning outcomes, student satisfaction, scale, and student performance data. Student Services personnel review success and outcomes data to determine gaps in student performance and achievement. In response to findings in the data, Student Services has developed and implemented multiple action plans to enhance and improve student success.

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II.C.2

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

Each student services area has established student learning outcomes and service area outcomes as appropriate. Support Service Learning Outcomes (SSLOs) are published on the websites for each service area. SSLOs are also communicated at the point of service such as appointments, workshops, presentations, related activities. SSLOs inform--and are mapped to--Service Area Outcomes (SAOs) and Institutional Learning Outcomes (ILOs). SSLOs and SAOs are published on the websites for each service area (examples). Each program aligns to the SSSP, SEP, BSI, AEBG, and other MJC strategic initiatives through the EMP. Service area program reviews may also include student satisfaction as evaluative measure in determining quality services offered. (SS Program Review) The College participates in the Community College Survey of Student Engagement (CCSSE) on a 3-year cohort administration cycle. The CCSSE provides information on student engagement and serves as a service monitoring device as it documents institutional effectiveness over time. Review and analysis of CCSSE data and reports assists the College in creating an environment that supports student learning, development, and success. (CCSSE Results 2015) SSEC Agenda with CCSSE reporting)

Men of Color focus groups provided rich information about how students feel about confusion in what courses to take, challenges with time management, the need for mentoring and support, and financial stability. (Equity Focus Group) This information provided insight in why some students of color were not achieving at rates equivalent to other students and led to the development of direct services, including the Umoja pilot and the Male Collaborative project. (Minutes - SSEC 10/03/16; Umoja Outreach)

Researchers, deans, and program personnel review institutional data on student demographics, performance, success, and equity to understand the impact of student support services, and identify areas where additional learning support is needed. (Student Equity Dashboard, Scorecard, Student Equity Plan, p. 27 - 30) Data pertaining to the delivery of services is also reviewed and analyzed. (Link to program specific data re: outreach vs. yield, wait times, caseloads, unduplicated headcount of students served, orientation data, #of ed plans etc) Research into best practices, site visits to other community colleges, and professional development opportunities are used to identify the appropriate action plans to develop and improve student support services and programs to achieve the identified outcomes. (Title V College Questions) Program improvements identified in Standard II.C.1. were developed from evaluation results that measured the effectiveness of student support services.

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Analysis and Evaluation:

As part of the iterative process of continuous quality program improvement, the College employs a variety of methods to ascertain the effectiveness of student support services. SSLOs and SAOs are assessed through the program review process on a two-year cycle. SSLOs and SAOs are aligned with learning support outcomes reflected in institutional student success plans and initiatives. Surveys of student engagement and student satisfaction provide additional information and assessment of support learning support outcomes. Other methods, such as student focus groups, are utilized to ascertain the effectiveness of student support services. Collectively these evaluation methods provide a comprehensive assessment of support services and programs. Review and analysis of institutional data informs the development of learning support outcomes to ensure that identified support services and programs are appropriate and strategically implemented to increase student success through improved support programs and services.

Assessment data and findings have been used to continuously improve student support programs and services. (Examples of previous program review and improvement--Library, Special Programs)

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard:

The College prioritizes the equitable access of all students to support services regardless of service location or delivery method. As an Achieving the Dream Institution, as well as the recipient of a US Department of Education Title V Grant to improve student success and completion, the College is committed to assessing and improving student access and completion. ([ATD Brochure](#), [Title V Goals](#)) MJC is engaged in a vibrant student equity initiative to ensure the diverse needs of students are met including online access to support services. ([SEP, p. 21-26](#); [Counseling Website](#)) With the unique challenge of operating two full campuses, the College has ensured students have full access to needed services in both locations. ([West Campus Services](#))

The College conducts surveys and focus groups to obtain depth and breadth of insight and understanding into student needs. Hearing and responding to the “student voice” is a core value of the College and one of the primary mechanisms utilized to ensure equitable access and appropriate, comprehensive, and reliable services to students. ([2015 CCSSE Executive Summary](#); [Candy Bar Survey](#); [Equity Focus Group](#)) The philosophy and premise that underlies the institutional approach to access and support services is that counseling faculty, instructional faculty, specialists, and others who deliver core services to students will base their interactions with students on the following principles and factors that impact student

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success, as documented by the California Community Colleges Research and Planning Group:

- Directed: helping students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- Focused: fostering students' motivation and helping them develop the skills needed to achieve their goals
- Nurtured: conveying a sense of caring where students' success is important and expected
- Engaged: actively involving students in meaningful and authentic educational experiences and activities inside and outside the classroom
- Connected: creating connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- Valued: providing students with opportunities to contribute to and enrich the college culture and community ([Spring 2015 Institute Day Agenda](#), [Great Teachers' Retreat w/Darla Cooper](#), [Six Success Factors](#))

Through a robust outreach program, the College provides information and enrollment services to students in 50 high schools and throughout the community at large. ([Target High School Outreach](#); [English Learners Welcome Center](#); [Business and Incumbent Workers](#)) Outreach services include information and assistance with financial aid resources, including the California Community College Board of Governors Fee Waiver, the Free Application for Federal Student Aid (FAFSA), and California Dream Act applications. The Financial Aid Office conducts workshops on campus, at area high schools and within the community at large each year ([Financial Aid Campus Workshops](#); [Financial Aid Outreach](#)). Financial aid staff and outreach staff regularly conduct events associated with the California Student Aid Commission's "California Cash for College" program and the California Community Colleges Chancellor's Office's "I Can Afford College" campaign. ([Financial Literacy Workshop](#), [TRiO Senior Day](#))

To further support these efforts the College has implemented a Student Success and Support Program (SSSP). SSSP provides core services such as assessment, college orientation, academic counseling, follow-up services and career counseling to all students. ([Student Success and Support Plan \(SSSP\)](#)) Students have access to online guidance courses to complete educational plans, as well as access to create online appointments with counselors to receive transfer and career advice or discuss personal issues. Additionally, there is a suite of online resources for students available on the counseling website and through a collaborative website hosted by through instruction. ([Counseling Website](#); [Online Student Resources](#))

After analyzing and evaluating student achievement data and the percentage of students who struggle in basic skills courses, the College invested in developing a cadre of Student Success Specialists which have become a focused team dedicated to expanding access and ensuring all students receive all core services. ([SEP, p. 29 – 30; 37](#)) Success Specialists present

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information and orientations to students in a variety of venues. They are embedded in every academic division in order to assist students in multiple programs. Each Specialist has a caseload of students whom he or she contacts multiple times to discuss a variety of individual student needs, including ways to access on campus and online services, how to apply for financial aid, when to utilize tutoring and office hours, and how to seek counseling for the development of abbreviated and comprehensive education plans. ([Canvas Shell \(Success Specialist\) - Elida's Updates](#), [Canvas Shell \(Success Specialist\) - LaKiesha Intro](#), [Canvas Shell \(Success Specialist\) - Eric's Graphic](#), [Canvas Shell \(Success Specialist\) - Registration Updates](#)) As part of the College's focused effort to provide appropriate, comprehensive, and reliable services to students, "Pathways Centers" have been established on each campus. The centers serve as one-stop service hubs, where students receive multiple services, including education planning, orientation, assessment services, and elements of career and transfer services. Centers also include computers and assistance for students to complete core services online. ([Student Success and Support Plan \(SSSP\)](#), [Pathways Center](#), [Specialist brochure](#))

The College found that many first-time students were enrolled in courses without having received an orientation or assessment. Through this evaluation, MJC now operates New Student Days each year. These events feature over 150 MJC employees volunteering to assist with registration, orientation, assessment, and education planning activities with incoming students. During the event, several campus divisions and departments deliver program-focused orientations. ([New Student Day program/packet/reports](#)) In 2016, the College also initiated New Student Convocations, which take place prior to the beginning of the fall semester. These Convocations help orient first-time students and parents with the campus, programs, and services. Staff from all support services are present and available to answer questions. ([Convocation program, agenda](#))

In 2016 the College opened the English Language Learner Welcome Center to assist nonnative English speaking students in matriculating into the college and navigating the pathway to college level curriculum if that is their goal. ([English Language Learners Welcome Center Website](#)) Additional academic support services are available to students include assistance from the Writing Center, supplemental instruction, and student success workshops. ([LLC Website](#))

After hearing from students that transportation challenges often kept them from attending, the College negotiated an agreement with city and county buses to provide free transportation for MJC students. ([MJC Bus Article](#)) In addition, support services are available across the College campus from 8:00 am to 7:00 pm Monday through Thursday, until 5:00 on Fridays, and a reduced number of services are available on weekends. ([Student Success and Equity Website](#))

The College also provides comprehensive online resources and support services. All resources and support services are specifically designed to ensure equitable access by providing appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method. Online students have ease of access to Distance

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Education support services through non-password required electronic links to student support websites in a centrally accessible webpage. ([Online Student Services Resources](#))

Specialized online services for students include Disabled Student Programs and Services (DSPS), which provides assistance to students with disabilities. Students may apply for accommodations online and receive information about the services offered. Assistive technology has been placed in computer labs throughout the campus to ensure accessibility. There is also a full time alternative media specialist, who is available to assist students and faculty in meeting the requirements mandated by the Americans with Disabilities Act-Section 508c. ([DSPS link on website](#), [DSPS Services in Catalog](#)) In addition to these offerings for students, there is an entire segment of faculty training dedicated to online accessibility and best practices for online teaching of students with disabilities in the suite of MJC online training courses for faculty professional development. ([Online Accessibility Training](#))

The Library & Learning Center (LLC) website offers many online resources to students, including the library catalog, eBooks, subscription databases, and research guides. Librarians are available remotely via chat, Twitter, phone, text, and email to support students with research questions. The website also provides information about tutoring, supplemental instruction, and the writing center. On the LLC homepage, under the Services heading, there is a link specifically for Services for Distance Learners. On this page, there are sections for Requesting & Borrowing materials, Research Help, Technology in the LLC, Tutoring & Supplemental Instruction, and Working with a Librarian. ([LLC Website](#))

Analysis and Evaluation:

The College invests significant resources and effort into understanding the needs of and providing equitable access to comprehensive, appropriate, reliable services for all students. MJC has developed a number of strategic instructional and student support initiatives to meet the diverse and changing needs of students. MJC's institutional commitment as an Achieving the Dream (ATD) college has focused campus efforts in expanding access, closing achievement gaps, and accelerating success among diverse student populations--particularly low-income students and students of color. In addition, it maintains a high-quality online program that reaches more than twenty-five percent of MJC students. The College has developed institution-wide plans to address the access, success and achievement of students with emphasis on increasing closing gaps for students from disproportionately impacted groups. The College maintains a comprehensive portfolio of student services that support student learning and contributes to accomplishing the mission of the college (listed in Standard II.C.1.).

A review of student success and completion data resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes and enhancing the student educational experience. The College now actively implements the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), the Adult Education Block Grant (AEBG), and a Department of Education Title V Grant. All plans, initiatives, and grants are linked to

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strategic directions through the Education Master Plan, to provide appropriate, comprehensive, and reliable services to students in all locations and delivery modes.

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

As a comprehensive community college MJC provides a diverse array of athletics, extra-curricular, and co-curricular programs that support the College mission to “transform lives through programs and services” through the provision of a “dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community.” These programs include:

- Men's and women's athletics
- Forensic Debate Team
- Agricultural judging teams
- Associated Student Government
- Student Leadership Programs
- Performing arts opportunities
- Student clubs and organizations
- Guest speakers and presentations
- Cultural events

Co-curricular programs enhance and support the undergraduate student experience on campus and expand academic instruction beyond the four walls of the classroom. These programs provide students with opportunities to compete locally, nationally and internationally. Athletics, extra-curricular, and co-curricular programs provide students with opportunities to acquire and exercise leadership skills, interpersonal skills, and increased cultural competence. ([Athletic Program Review](#), [Campus Clubs](#), [Ag Clubs](#))

Student athletes are required to participate in mandatory orientations. Information presented at orientations include a review of the Student Code of Conduct as well as other regulations and standards related to participation in collegiate level athletics. ([Athlete Code of Conduct](#)) Student athletes are held to standards and criteria for GPA, unit load, and eligibility established by the California Community College Athletics Association, district policy, and the California Education Code. (CCCAA Criteria, [BP 5700 \(Intercollegiate Athletics\)](#) Annual reports submitted to the United States Department of Education, which showcase compliance with the Equity in Athletics Disclosure Act and CCCAA Criteria, are evidence of the integrity of the sound fiscal and educational practices of the athletics program. ([Title IX EADA report and gender equity report](#), [CCCAA Website](#))

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College policies also establish standards for participation in Associated Student Organizations. ([BP 5400 \(Associated Student Organizations\)](#)) The Associated Student Government (ASG) is the representative constituent group for the student body at MJC. ([AS constitution, bylaws, and handbook](#)) YCCD Board Policy 5410 outlines guidance for Associated Student Elections. ([BP 5410 \(Associated Student Elections\)](#)) Elected students serve on College and District committees and work collaboratively with faculty, staff and administrators on issues related to the educational experience of students. The MJC Campus Life and Student Learning Manual publishes guidelines and procedures for student leaders. ([Campus Life Manual](#)) The ASG also contributes to the social and cultural enrichment of the student experience by sponsoring campus-wide events, activities, and programs, including leadership and service opportunities. ([Project Lead](#); [Associated Student Events](#)) In accordance with guidelines established by the California Community College Chancellor's Office, YCCD Fiscal Services has established procedures and practices for the establishment and collection of fees, expenditures, and oversight of funds pertaining to the Associated Student Organization and student clubs. ([BP 5420 \(Associated Student Finance - Fund\)](#))

Regular season intercollegiate athletic team events, as well as regularly scheduled competitive academic team events, are part of the instructional program of the college and are supported by general funds, support from the college foundation, and fund raising efforts. Admission to events may be charged and retained by the sponsoring team or student group. All funds collected are managed in accordance with the guidelines established through district policies and fiscal control mechanisms. ([fiscal guidelines related to athletic program earnings](#))

Coaches, faculty, and staff with primary assignments related to Associated Student Organizations, student clubs, athletics, and competitive academic teams receive training to ensure compliance with policies, practices and procedures. All funds are subject to regular reviews and audits. (records for compliance?; [audit records](#))

Students at MJC can also choose from a variety of other extra curricular activities, including speech and debate, performing arts, music, and agriculture program competitions. These opportunities develop leadership skills, artistic skills, and create a feeling of belonging for participating students. ([Theatrical Production](#); [Speech and Debate program](#); [Agriculture Program Competition](#); [Music Performance](#); [Dance Competition](#))

Analysis and Evaluation:

The College offers athletic, extracurricular, and co-curricular programs to provide students with opportunities that align with the institution's mission and contribute to the social and cultural dimensions of the educational experience of students. Character development and academic success are core components of these programs, which reflect sound educational policy and standards of integrity. The College has policies, practices, and procedures in place to ensure responsible stewardship over these programs, including program finances. Student participation in athletics, extra-curricular, and co-curricular programs include criteria for participation and adherence to the Student Code of Conduct.

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II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

Modesto Junior College enrolls approximately 4,800 new first-time students and 2,400 new transfer students each year. The 2015-2016 unduplicated headcount for the college was approximately 24,149 with an annual estimated FTES of 14,500. ([Research and Planning Website Datamart](#)) As a comprehensive, open access, community college, MJC provides counseling, advising, and other education planning services to all enrolled students. ([Counseling Center Website, BP 5110 - Counseling](#)) Information, advising, and other education planning services are also provided to potential students within the scope of pre-enrollment and orientation services. Aligned with best practices and current research findings, the College is committed to assisting students to create a clear path from pre-enrollment and entry to their ultimate educational goal. MJC will be one of twenty colleges in the California Guided Pathways Project beginning in fall 2017. ([Guided Pathways application, Acceptance Letter](#))

The fundamental objective of counseling, advising, and educational planning services is to assist students in reaching their educational goals. As outlined in the Student Success and Support Program Plan (SSSP), the Comprehensive Educational Plan (CEP) is a cornerstone of academic success. ([SSSP, p. 14](#)) The CEP is a holistic plan that keeps students focused by providing them with structured pathways and support services for the completion of an educational goal. The CEP is individualized for each student, and the plan illuminates how each course brings them closer to the completion of a degree, certificate, and any applicable transfer requirements. ([CEP form](#)) As of Fall of 2016, **xx%** of students who have completed 15 or more units have an CSEP. ([SSSP Plan, p. 16; plan and data reports, BP 5050 - Student Success and Support Program](#))

Student advising and educational planning services are provided in a variety of formats. To obtain priority registration, students must complete the initial orientation module, assessment for course placement, and an Abbreviated Educational Plan. ([BP 5055 - Registration Priorities](#)) The AEP is a one-semester plan. The primary function of the AEP is to facilitate a student's initial enrollment into the college, provide an introduction to education planning, and initiate the process of student engagement. ([Link to AEP form](#)) MJC has a calendar of in-person workshops facilitated by counselors available year-round in order to help students build their AEPs and CEPs. ([Counseling Workshops](#)) A key component of the AEP process is the incorporation of mechanisms that require students to schedule the completion of their CSEP prior to the completion of 15 units. ([SSSP Plan](#))

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In addition to course selection and educational planning, many students need assistance in transitioning to college and becoming actively engaged in the collegiate environment. In the 2015 CCSSE, only 23% of MJC students felt the College provided sufficient support for coping with non-academic responsibilities. ([CCSSE Summary 2015 pg. 4](#)) Therefore, the College developed Pathways Centers and Student Success Hubs across both campuses in order to engage students through success coaching models and deliver support services. ([West Campus Expanded Services](#); [Pathways Centers Flyer](#)) The centers serve as one-stop service hubs, where students receive multiple services, including education planning, orientation, assessment services, and referrals to additional services. Student Success Specialists received training in Growth Mindset approaches to encourage students that they could succeed if they keep trying, that they belong at the College, and that their actions now are connected to their long-term goals. ([Specialist Inside Track Training](#))

Under appropriate direction, SSSP Specialists work with counselors to provide accurate, relevant information related to students' programs of study. In that role, specialists may:

- Use SIS data (i.e. GPA, course load, withdrawals, and late registrations) and information from faculty/departmental referrals to identify students who need extra support
- Track and monitor students that are failing to make satisfactory progress and/or are placed on probation or dismissal status
- Monitor and track students referred to academic support services to make sure they are using the support services as recommended
- Organize and run mentorship program case management workshops
- Mentor new students during their first-year in college, as well as those students on probation and those returning from suspension or dismissal
- Identify students who are at risk for failing a course or multiple courses or at risk for withdrawing from a course or the college
- Provide referrals for support services (e.g. tutoring, academic counseling, and/or behavioral counseling)
- Provide assistance and information during pre-enrollment, enrollment and registration processes
- Assist students in scheduling classes from an approved student education plan
- Refer students to campus offices and services
- Maintain a repository of off campus services and resources
- Provide on-line assistance with pre-enrollment, enrollment, registration processes, information regarding programs and services, and assistance in using reference materials or electronic records systems
- Assist with community outreach and K-12 partnerships; and coordinate tours of universities or local businesses or industry

In addition to general counseling and advising, special programs offer coaching and advising to identified students, including Veterans services, international students, CalWORKS students, EOP&S students, students with disabilities, English Learners and Precollege students. ([Veterans Services](#); [International Student Services](#); [CalWORKS](#); [EOPS](#); [DSPS](#); [English Language Learners](#); [Pre-college students](#))

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Counseling services at the college include academic, career, and personal counseling, as well as coordination with the counseling aspects of other services to students. The delivery structures for counseling at MJC and the variety of models and methodologies are listed in the table below. (<https://www.mjc.edu/studentservices/counseling/>) Evaluation and improvement of Counseling programs is accomplished through program review. (Link to Program reviews for counseling, TRIO SSS, EOP&S assuming they outline models and methodology in the narrative of the reviews)

| Counseling Services | Models and Methodologies |
|---|--|
| <ul style="list-style-type: none"> • Academic counseling • Career counseling • Personal counseling • Appointments • Walk-in • Workshop/group sessions • Online academic advising • Telephone appointments • Transfer Center services • Summer Bridge programs • Themed workshops • Follow-up appointments | <ul style="list-style-type: none"> • Comprehensive counseling (advising, career, and personal counseling) • Proactive Group Counseling • EOPS/TRiO caseload model • Counseling Liaisons with Academic Departments • Robert’s Seven Stage Crisis Intervention Model • Brief Treatment Model (personal counseling) • Behavioral Intervention Team Model • Mental Health Counseling |

Incorporated into this holistic approach to student development and success, the College has identified key momentum points for counseling services, including:

- Prior to and during initial registration and enrollment
- Completion of CSEP (15 units or third term of enrollment, whichever occurs first)
- 60 units (and award of degree, certificate or transfer)
- Probation or dismissal status (regarding academic progress and financial aid)
- 75 and 90 units (excessive units without completion)
- Any necessary contact mandated by program or grant requirements
- Stressful life experiences, situations or circumstances that compromises the student’s stability and ability to cope or function (crisis/precipitating factor or status/contextual change). (need evidence for momentum points)

As indicated in and paraphrased from the 2012 ASCCC adopted paper, “The Role of Counseling Faculty in the California Community Colleges,” and the Modesto Junior College Counseling Department Operational Plan (2013), advising focuses on giving students the information they need to reach their stated goals. ([Counseling Operational Plan](#)) The College

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publishes accurate information pertaining to academic requirements for transfer and graduation, evaluation forms, and critical dates. ([Evaluations Website](#), [Transfer Center Website](#), [Graduation Commencement Website](#)) The Career Development and Transfer Center provides published information for students as well as individual counseling. ([Career Exploration Website](#)) Specific guidance for students pursuing STEM careers is published along with contact information for counseling. ([STEM Career Website](#)) Allied Health programs requiring external certification publish detailed academic requirements on program websites. ([ADN Selection Process](#), [Medical Assisting Selection Process](#))

Advising focuses on giving information that is specific and factual. Instructional faculty and Student Success Specialists advise students at the College. Faculty advisors respond to student requests for discipline-specific information, including: providing information that has been prepared in collaboration with counselors regarding majors, programs, career opportunities, and course selection in their disciplines; referring students to appropriate services; and mentoring students personally and academically. ([Faculty Advising appointments](#)) Specialists provide general information and help students connect to counselors and other professionals.

In accordance with the recommendations of the Student Success Task Force, as well as best practices and current research findings, MJC is committed to building connections with students to increase retention, course completion and success. Toward that end, professional development to prepare faculty and others for advising roles has been a priority. Student Success and Support Program Specialists (SSSP Specialists) receive intensive professional development in how to take an active role in fostering and promoting student engagement and student success including identifying students that are struggling or at-risk. ([Inside Track Training Agenda](#)) Instructional faculty participated in Great Teacher Retreat workshops with experts in working with students of color and identifying interpersonal approaches for students from diverse backgrounds. ([Great Teachers' Retreat agenda 2015](#), [Great Teachers' Retreat agenda 2016](#)) The College engaged the Disney Institute to provide two days of professional development related to how to work with students as individuals. ([Disney Training agenda](#)). From that training, the college developed specific training modules and trained managers on how to provide small group professional development in their departments. ([Disney module One](#))

Counselors, Specialists, and student services administrators participate in other professional development opportunities, including: First Year Experience Annual Conference; On Course training workshop; Online Teaching Conference; Mental Health/Behavioral Intervention Team; Center for Urban Education Academy; CSU and UC Counselor Conferences; and Students with Disabilities conferences. ([links to agendas](#); [Counselor Retreat 2016](#))

Analysis and Evaluation:

The College offers holistic, comprehensive counseling and advising programs that assist students from the initial point of contact during outreach through the completion of a degree, certificate and/or transfer. Counseling and advising services ensure that students understand the requirements related to their programs of study and receive timely, useful, and accurate

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information about relevant academic requirements, including graduation and transfer policies. Counseling programs are evaluated through multiple methods, including program review, CCSSE results, focus groups, and achievement data, to analyze and recommend program improvements. Counseling services and resources are available for students enrolled in Distance Education and noncredit courses as well. In the 2014-15 academic year 10,898 non-exempt students received counseling/advising services. In the 2014-15 academic year 8,541 non-exempt students received education planning services. Of the 8,541 students receiving education planning services, 3,061, received Abbreviated Education Plans, 4,354 received Comprehensive Education Plans. 1,126 received both Abbreviated and Comprehensive Education Plans.

The College prepares counseling faculty and other personnel providing advising services by providing a robust menu of professional development opportunities specifically focused on student engagement, counseling, and advising. Counseling faculty and Specialists attend specialized training focused on transfer, career technical education, veterans, international students, student athletes, EOP&S, TRiO, CalWorks, DSPS, etc.

Counselors, instructors, and specialists advise students through numerous modalities and methods and a large number of new students receive education plans. The College is committed to continuing the improvement of student advising through the development of support networks that connect professionals with expertise in counseling, teaching, and supporting in a more formal way. It has developed an Action Project to strengthen support networks for student advising. Steps for this project are outlined in the Quality Focus Essay.



Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard:

Modesto Junior College adheres to YCCD Board Policy 5010, which specifies the policy and procedure for admission to the College. As a California Community College, MJC is dedicated to open access for all students in the regional community. The Admissions and Records website explains admission requirements and the matriculation process to prospective students. ([Admissions Website](#)) Access to the College is available for “any person over the age of 18 and possessing a high school diploma or its equivalent.” Furthermore, the YCCD Board Policy 5010 delineates that the College is able to admit provisional, special admittance and apprentice students, as well as international students. Through the work of several statewide initiatives, the College evaluates how the student population reflects its service area, and whether or not there are equity gaps that need to be addressed (access, assessment and placement, course and degree completion, and transfer velocity). ([BP 5010 - Admissions](#); [SEP, pgs. 13-14](#))

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Programs that have additional admissions requirements have processes in place to minimize bias and to make program policies fully available to prospective students. The College has the following programs that demonstrate additional admissions requirements:

- Associate Degree in Nursing (**other associate degrees?**)
- Baccalaureate in Respiratory Care

The College has dedicated outreach to high schools, deploying Student Success Specialists to feeder high schools each year to help prospective students apply, complete orientation, take assessment exams, finalize federal financial aid information, and--along with counselors--complete abbreviated education plans (AEP). The College subsequently hosts two New Student Days on select Saturdays in the spring when students can enroll in classes with their AEPs. If they need more matriculation help, over 150 MJC employees are on site to help with prospective student needs. ([New Student Day 2016](#), **AEP examples**)

The College is committed to making sure students are on a clear path to completing their educational goals. The College maintains two Pathways Centers--one on each campus--that are dedicated to delivering just-in-time core services to students (orientation, assessment, educational planning, and support and follow up services). The Pathways Centers employ: Student Services Representatives, who can help with admissions, records, and financial aid information; Student Success Specialists, who can help with orientation, assessment, follow up, and student coaching; and faculty counselors, who assist in educational planning and other follow up services. These comprehensive centers are designed to meet students “where they are,” with immediate drop-in services available, in order to give prospective and continuing students clarity, support, and direction to meet their degree, certificate and transfer goals. ([Pathways Center Website](#))

Prospective and continuing students consistently receive information and assistance to remain on track to complete their educational goals. Pathways for all certificates, degree and transfer opportunities are available through the College website, the College Catalog, the **Counseling Department**, the Career and Transfer Center, and the Pathways Centers. (**Degree and Certificate Maps from Catalog**) The College is also working on the implementation of an online educational planner through the statewide Education Planning Initiative. The Hobsons Starfish and Degree Planner is scheduled to go live in Fall 2017. This service will aid in face-to-face and online counseling, as well as enabling students to access and change their educational plan and their schedule electronically.



Prerequisites and other qualifications for the Baccalaureate Degree in Respiratory Care were developed in consultation with counselors, program faculty, and industry experts. Development discussions led to clear program entry requirements that met the open access mission of the College through a lottery system. Students must possess an associate degree from a program accredited by the Commission on Accreditation for Respiratory Care (CoARC), hold a valid Respiratory Care credential, and California Respiratory Care Practitioner license. They must also have completed a minimum of 39 CSU-GE Transfer Pattern units. Any student who meets the

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minimum requirements is eligible for the lottery determining entrance to the program. ([Respiratory Care Eligibility Requirements](#)) A dedicated program counselor meets with students interested in the program to assist in determining if they meet the prerequisite criteria.

Analysis and Evaluation:

The College is committed to ensuring that admissions criteria--both policy and procedure--is followed and understood by prospective students. The College has developed a comprehensive system of outreach to local high schools and in-reach to current students to ensure that services for orientation, financial aid, assessment, educational planning, and follow up services are available for drop in and appointment through Pathways Centers and the Counseling Department. The College evaluates how the general student population reflects the service area community, and aims to close equity gaps for access, assessment and placement, course and degree completion, and transfer velocity. The College has also made great strides in educational planning technology, with the implementation of a live educational planning platform, complete with an early alert system, scheduled to go live in 2017. Detailed information on academic requirements for the Baccalaureate Degree in Respiratory care are published on the program webpage and available through one-on-one counseling.

I.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

The college uses Accuplacer as an assessment instruments to assist with placement in English, Reading, English-as-a-Second Language, and Math courses. These assessment instruments are on the List of Approved Assessment Instruments (Title V 55521(a) and are used to place students in Math, English, or ESL (Title V 55521(b)). The College is in the process of revalidating the assessment instruments for appropriate cut scores, disproportionate impact, and content validity. A comprehensive validity study took place in 2008-2009, and up until that point, continued and periodic validation studies on cultural bias and sensitivity, content validity, and cut score determination had been performed approximately every five years to determine if the instrument is viable for the intended curriculum. These follow-up studies include appropriateness of cut scores and disproportionate impact... ([Matriculation Research; Assessment Validation Studies: Math, English, ESL/Other: Disproportionate Impact, 2008-09.](#))

Faculty participate in placement practices and consider alignment of courses when making curriculum changes or when developing new courses. ([evidence of placement review](#)) Faculty follow the requirements of the District Model Policy on Prerequisite Validation when establishing or renewing prerequisites and corequisites at the Curriculum Committee. ([BP](#))

STANDARD II: STUDENT LEARNING PROGRAMS & SUPPORT SERVICES

[4260 - Prerequisites and Corequisites](#)) Courses must be reviewed and approved every 5 years according to the Curriculum review matrix. ([Curriculum Review Matrix](#))

In 2015-2016 MJC evaluated placement data and expanded the range of assessment instruments available to students. The college is actively implementing multiple measures by adopting the California State University (CSU) standards of accepting ACT, SAT, English Placement Test (EPT) scores and/or Entry Level Math (ELM) scores, and EAP scores that place students in college-level English and/or math courses. Additionally, the college adopted the CSU, EAP score of “Conditionally Ready” placement in college-level English and/or math courses; meaning a student must complete a senior year-long English and/or math course with a grade of “C” or better. ([Testing Website - Multiple Measures](#)) As of academic year 2016-2017 Modesto Junior College is expanding multiple measures to include CLEP and cumulative high school GPA of 2.6 for English transfer-level placement, and 3.00 GPA for Math transfer-level placement. ([CLEP Website](#), [Math Multiple Measures Form](#), [English Multiple Measures Form](#))

Analysis and Evaluation:

The addition of multiple measures as a placement option for students will provide greater flexibility and more accurate student placement. Current placement measures include in-person/on-ground, computer-based assessment, using Accuplacer and EAP scores that place students into college-level math and/or English, following the CSU model. Students with a processed admissions application may submit ACT or SAT scores for placement; scores combined with a completed senior-class level math and/or English class; or take a placement test in the Assessment Center. The College continues to track and assess placement results to identify issues of disproportionate impact and ensure students are placed according to their abilities. College administrators and faculty are awaiting systemwide recommendations for a common assessment that will be evaluated for adoption at MJC. ([Title 5: § 55510. Student Success and Support Program Plans](#), [Testing Center Website](#), [Testing Website - Multiple Measures](#))

II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

The privacy of student records is mandated by the Family Educational Rights and Privacy Act (FERPA) and is enforced by the federal Department of Education. YCCD Policy 5040 responds to the FERPA regulations and advises college on the definition of student records as well as guidelines to release student records. ([BP 5040](#); [Student Records and Privacy Act](#)) The Modesto Junior College Catalog publishes and describes for students, faculty, and staff:

STANDARD II: STUDENT LEARNING PROGRAMS & SUPPORT SERVICES

- * Academic Records Regulations (requirements notifying the faculty and staff responsibilities to maintain the privacy of student records)
- * The Student Records and Privacy Act (explains to students their rights with regards to inspecting and accessing their records)
- * Disclosure of Student Records (explains to faculty, staff, and students under specific circumstances the college may disclose information) The Faculty Enrollment Handbook provided annually by the Admissions and Records Office provides faculty with information concerning the privacy of student records and provides examples of what and what not to do. ([Catalog pgs. 71-72](#))

Analysis and Evaluation:

Student Services staff are well trained on the privacy of student records and are well aware of the information that can and cannot be released. If anything, we are probably too conservative on the release of information. Staff understands the serious ramifications about release of information.

Staff development workshops pertaining to managing the privacy of student records have been offered for classified staff and administrators. These comprehensive workshops provide an in depth overview about FERPA regulations and these workshops also provide Case Studies that emphasize the real situations that they are faced with on a daily basis.

STANDARD III: RESOURCES



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A Human Resources

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

Yosemite Community College District (YCCD) assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by education, training, and experience to provide and support College programs and services. ([BP 7120 - Recruitment and Hiring](#), [Min Quals Doc](#), [YCCD Recruitment and Hiring Process](#), [YFA Contract](#)) The YCCD Office of Human Resources provides employment and benefit services across the District including coordination of recruitment and hiring processes. ([HR website](#), [Recruitment Fair Flyers](#))

The YCCD Board of Trustees has established policy that guides the development of hiring criteria. ([BP 7120 - Recruitment and Hiring](#)) The YCCD Recruitment and Hiring Process was developed in accordance with administrative procedure, Education Code, and California Code of Regulations, Title 5 via participatory process. ([YCCD Recruitment Process](#), [Education Code Sections 70901.2, 70902\(b\)\(7\) &\(d\), and 87100 et seq.87100, 87400, 88003; Title 5 Sections 53000, and 51023.5](#));). The District affirms its commitment to diversity in policy and in the Equal Employment Opportunity Plan. ([BP 7100 - Commitment to Diversity](#), [EEO Plan 2015](#)) The EEO Plan was updated in 2015 by the EEO Advisory Committee which includes a faculty member, an administrator, a classified professional, a student, and a community member. ([EEO Plan 2015](#), [Senate Hiring Committee Criteria](#)) The updated EEO Plan was approved by District Council and the Board of Trustees. ([DC minutes](#), [BOT minutes](#))

STANDARD III: RESOURCES

The Recruitment and Hiring Process document was created as a result of the process to revise Board Policy 7120 Recruitment & Hiring. During the regular review of BP/AP 7120 by the Policy and Procedure committee, an ad-hoc committee of District Council with representation from all constituent groups, feedback from constituent groups requested greater detail of each step in the recruitment and hiring process. Through the participatory governance process the committee codified and clarified the hiring process regarding proper forms, composition of screening committees for each type of position classification, routing of forms, and required approvals during the process. Agreement was reached that this level of detail is appropriately documented in department process rather than administrative procedure. Human Resources committed to engage in a collaborative process in the development of the process and supporting instructions. ([BP 7120 - Recruitment and Hiring](#)) Administrative Procedure 7120 was revised on March 11, 2015 providing reference to the Recruitment and Hiring Process document now available on the District website where it serves as a guide to understanding and utilizing the YCCD recruitment process. ([HR website snapshot of link to document](#))

MJC follows a thorough, methodical, inclusive process when hiring for new positions, as outlined in the YCCD Recruitment and Hiring Process document. ([Recruitment and Hiring Doc](#)) Screening committee membership guidelines align with the agreements with the District bargaining units and the Leadership Team Handbook. ([YFA Contract](#), [CSEA Contract](#), [LTAC handbook](#)) Faculty have a delineated role in the selection of new faculty. Faculty screening committees include at least three members: the screening committee chair and at least two additional faculty members in related discipline areas recommended by the screening committee chair in consultation with the college's Academic Senate. ([YFA Contract Article 7.1- Hiring Procedures YCCD Recruitment Process](#)) Faculty screening committees make recommendations of candidates for second level interviews to the area vice president and/or college president. ([Recruitment and Hiring Doc](#))

The YCCD Human Resources Department uses a variety of tools to advertise open positions at the District. It contracts with Ad-Club to advertise positions with Association of California Community College Administrators (ACCCA), Ed-Join, HigherEd.com, and Diversity in Higher Ed. Open positions are posted on the California Community College Registry (CCC Registry) and announced District wide via internal email to all users. ([Sample positions listed on CCC Registry](#), [Recruitment Announcement Dean BBS](#), [Recruitment Announcement Instructor of Biology](#), [Recruitment Announcement Enrollment Services/Student Services](#)) Positions may be posted in national publications or industry specific publications upon the request of the hiring manager. The search and recruitment for key executive positions is often led by a search consultant. ([YCCD Chancellor Search announcement](#))

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. ([Recruitment Announcement Dean BBS](#), [Recruitment Announcement Instructor of Biology](#), [Recruitment Announcement Enrollment Services/Student Services](#)) Screening committee members review and verify applicant qualifications through a process led by the committee chair. ([Recruitment and Hiring Doc page 3](#)) Screening committee members review and rank applicants based upon qualifications, knowledge, skill, and abilities related to the position as

presented in their application materials to determine which applicants will move forward to the interview phase. ([Sample application screening document](#)) The committee develops interview questions for identified candidates and ranks the responses of all interviewees. ([sample interview document](#), [application score sheet](#)) Reference checks are conducted by the screening committee chair or secondary interviewer of the top finalist candidate. ([Recruitment & Hiring doc page 4](#), [reference check form](#))

The College places a priority on the recruitment and hiring of diverse, highly-qualified faculty, staff, and administrators who can provide quality programs and support services aligned with the College mission. ([BP 7150 - Evaluation](#), [BP 7-8058 - Non-Discrimination/EEO](#), [EEO Plan 2015](#), Job descriptions are developed for all positions, approved in the hiring department, and authorized by Human Resources. ([Hiring process website](#)) Faculty and administrator job descriptions outline the minimum qualifications to apply. ([Sample job descriptions](#)) The screening committee chair is responsible for ensuring that all hiring processes are followed and consistently applied. ([Screening committee chair checklist](#), [role responsibilities](#)) Human Resources engages a Foreign Degree Service to evaluate foreign degrees ensuring that the applicant meets minimum qualifications for the position. All screening committee members receive EEO training and sign a confidentiality statement. ([role of committee member](#), [confidentiality statement](#)) Human Resources validates each step of the recruitment and screening process leading to a hiring recommendation to the Board of Trustees. ([Recruitment and Hiring Process Doc](#), [Confidentiality Statement](#), [BP 7-8058 - Non-Discrimination/EEO](#)) Human resources verifies the eligibility for employment of all new hires and oversees the background check process prior to the first day of employment. ([BP 7125 - Verification of Eligibility for Employment](#), [BP 7126 - Applicant Background Check](#), [BP 7337 - Fingerprinting](#))

All job descriptions include the reporting structure and distinguishing characteristics for the classification. Examples of duties illustrate how each position fits into the mission of the college in how the incumbent serves students or directs services. ([sample classified](#) and [management job](#) descriptions) Job descriptions and salary schedules for all positions at the College are posted and publicly available on the YCCD HR webpage. ([YCCD Current Classifications](#)) Board policy 7232 requires each classified and leadership position be reviewed for accuracy at least once every five years. ([Board Policy 7232](#)) The review process includes an analysis of the job duties to ensure they are relevant and that the professional qualifications are appropriate. ([CSEA Article 19: Classification Review](#), [HR Classification Review Email](#), [Classification Review Preliminary Report 2017](#), [Classification Review Committee Training](#))

The District oversees all hiring procedures and has established safeguards that ensure they are consistently followed. Human Resources works closely with hiring managers and provides guidance when needed for faculty and staff screening committees throughout the entire recruitment process to ensure that hiring criteria, qualifications, and procedures for selection are understood and consistently applied. Hiring Committee Chairpersons submit all forms to HR at each stage of the screening process, which must be approved before the committee moves to the next step. ([Recruitment and Hiring Process](#))

STANDARD III: RESOURCES

YCCD adopted an EEO Plan June 2015, which transformed the way the District offered EEO and Diversity training to those who participate in the recruitment process. Prior to June 2015, Human Resources trained individual screening committees. ([EEO Plan 2015](#)) In the first year (2015-2016) the new EEO Plan was implemented, the number of training sessions needed at both colleges and district was underestimated, which led to some restrictions on committee memberships. In response to this, HR developed an online EEO training module that provides more flexibility to district employees and increase committee membership participation. In January 2017, Human Resources launched online EEO training that is available on demand for any screening committee member. ([Email announcement from K Pritchard on 1.19.2017](#))



MJC collaborated with the fourteen other baccalaureate degree pilot colleges, the California Community Colleges Chancellor's Office, the Academic Senate of California Community College, and the Accrediting Commission for Community and Junior Colleges in determining the minimum qualification for faculty teaching in the Respiratory Care Baccalaureate Degree Program. It was determined that the minimum qualifications for faculty teaching upper division courses leading to a baccalaureate degree must possess a degree at least one level above the baccalaureate. ([RCBD Sub change page 14](#)) The staffing for the Respiratory Care Baccalaureate Degree Program is largely regulated by the Commission on Accreditation of Respiratory Care (CoARC). ([CoARC accreditation letter](#), [CoARC website](#)) The Dean of Allied Health and YCCD Human Resources will ensure that faculty assigned to teach upper division general education courses in the Respiratory Care Baccalaureate Degree Program meet the minimum qualifications.

Analysis and Evaluation:

Human Resources oversees the recruitment process for all personnel and provides safeguards to ensure that this standard is met. ([Recruitment and Hiring Process Doc, BP 7-8058 - Non-Discrimination/EEO, Confidentiality Statement, EEO Plan 2015](#)) Human Resources oversees each hiring process with multiple points of approval throughout the process. Diversity of screening committees remains a best practice for YCCD, and efforts are made to ensure membership includes current administrators, faculty and staff from variable ethnicity backgrounds and genders.

Job descriptions clearly indicate the expectations and qualifications of each position. To check the equivalency of degrees from non-U.S. institutions, the candidate is directed by Human Resources to have the degree translated by a Credential Evaluation and Foreign Degree Service.

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and

potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard:

MJC strives to hire the most qualified faculty for all open positions. To be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement in accordance with state law and Board policy. ([Title 5 Sections 53400-53430](#), [Min quals document](#), [Equivalency website](#), forms <https://www.yosemite.edu/recruitment/Equivalency Masters revised Nov 17 2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency No Masters%20Required revised Nov 17 2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency BA or AA revised Nov 17 2015.pdf>) The minimum qualifications for faculty and administrators in California Community Colleges have been established by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for California Community Colleges. ([min quals doc](#)) Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with regulations per the process outlined in Board policy. ([CCR Title 5 Section 53430](#), [Ed Code 87359](#), [BP 7211](#)) The YCCD Faculty Hiring Procedures document describes the process for hiring a faculty member, including the philosophy, criteria, equivalency procedures, and role of the screening committee for full-time and part-time faculty. ([YCCD Faculty Hiring Procedures](#)) Job announcements for faculty positions include a job description summary denoting that part of the teaching assignment may be online, although no faculty are required to teach online as part of their regular contractual load ([YFA Contract](#)). The preferred qualifications and desirable characteristics sections highlight effective integration into teaching and willingness to experiment with teaching methods. ([Math job announcement](#), [nursing job announcement](#)) Faculty job descriptions also include the responsibility of curriculum oversight and student learning outcomes assessment. ([Faculty Job Description](#))

First level faculty interviews include a teaching demonstration that provides opportunity for candidates to demonstrate how they incorporate new technologies into the classroom, whether it be on campus or online. ([First level interview questions](#); [teaching demonstration](#)) Second level interviews of faculty include questions about incorporation of instructional technology into the teaching and learning environment providing opportunity for candidates to share their distance education teaching experience. ([Second level interview question sample](#)) Many departments that offer distance education courses include faculty with online teaching experience on the screening committee.

The College has an effective selection process that ensures content area expertise when hiring for faculty positions. All faculty position screening committees must include no fewer than two faculty which are approved by the Academic Senate. The application materials submitted by each candidate for faculty positions are reviewed by the screening committee members and ranked to determine the selection of candidates for interview. ([Recruitment and Hiring Process Doc](#))

STANDARD III: RESOURCES

MJC has established a robust, internal training program leading to two levels of certification for faculty interested in teaching online. Faculty members may also choose to become certified with @One equivalent online certification. To further ensure high quality educational experiences for all students, online courses are reviewed using a rubric prior to being scheduled. ([Online course rubric](#))

Faculty teaching baccalaureate level courses associated with the major and general education pattern of the Respiratory Care Baccalaureate Degree Program are required to hold a degree one level above the baccalaureate. ([RCBD Sub change page 14](#))

Analysis and Evaluation:

Modesto Junior College is successful in hiring and retaining highly qualified faculty. Job announcements delineate the required qualifications and the broad recruitment and rigorous processes for selecting candidates facilitates hiring faculty that contribute to the mission of the College. ([BP 7211](#), [BP 7-8047](#), [Respiratory Care Tenure Track Job Announcement](#)) Through the application and interview process, faculty candidates provide evidence of their sensitivity to and understanding of a diverse community college population. ([Sample interview questions](#)) MJC is proud of the long tenure of many faculty members and strives to continue the tradition of exceptional faculty through robust and consistent recruitment and hiring processes. ([Faculty list from 2017-2018 Catalog](#))

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

YCCD and MJC seek the most qualified managers, administrators, and classified professionals. To facilitate hiring individuals who are well prepared to fill the role, job descriptions and announcements are developed to clearly communicate the scope of the position.

Academic administrator job descriptions include the minimum qualifications or the equivalent, as required. ([CCR Title 5 Section 53420](#), [Minimum Quals Doc](#), [job descriptions](#), [BP 7250](#), [BP 7211](#)) Related experience and desired qualifications that are above minimum qualifications are presented in the job description. ([Job description](#)) Hiring managers develop job descriptions for classified managers in consultation with Human Resources as outlined in Board policy. ([BP 7-8037](#), [BP 7260](#)) The qualifications in relation to education, experience, and technical job knowledge are described in the job announcement for each position. ([Job Description Classified Manager](#), [Job Announcement - Dean](#)) Most classified manager positions require at minimum a bachelor's degree and experience criteria aligned with the responsibilities of the position.

The job descriptions for each classified staff position reflect the position requirements and responsibilities. ([Staff job descriptions](#)) Human Resources establishes classified professional qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements, knowledge and abilities required by the position, and information regarding the working conditions, physical demands related to the position. Required documents for the application package are clearly defined in the announcement. ([Job Announcement - Administrative Assistant](#))

The selection process is competitive in order to select the best possible candidate for the position. A selection committee reviews applications, and ranks them according to agreed-upon criteria. Top-ranked applicants are selected to be interviewed. The committee develops a set of interview questions to ascertain each applicant's experience, knowledge, and skills. Top management candidates from the interview process are forwarded to a second interview with administrative leaders. Finalists for some executive leadership positions, such as the president or vice president, may be required to participate in an open forum where they respond to stakeholder questions. ([email – VPI forums](#)) At each step of the process, the screening committee chairperson forwards documentation of the committee rankings to the HR Office to be verified. ([Hiring Process](#))

Analysis and Evaluation:

Academic administrative, classified management, and classified staff positions have a uniform job design to ensure the qualifications necessary to perform the duties required to support institutional effectiveness and academic quality have been identified. Classified staff and administrative job descriptions include the following: Definition, Distinguishing Characteristics, Supervision received and exercised, Duties and Responsibilities, Typical working conditions and Minimum Qualifications. The knowledge and ability requirements listed under Minimum Qualifications represent the essential duties of the position. Human Resources makes each job description accessible via the District's website. ([HR website: Classified Management Position Descriptions](#)) The hiring process is well documented and includes verification of recommendations at multiple steps to ensure the process was implemented with integrity.

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

STANDARD III: RESOURCES

Evidence of Meeting the Standard:

The hiring process ensures that College administrators and other employees possess the qualifications related to identified duties that are required to sustain institutional effectiveness and academic quality. The minimum qualifications for all positions describe both the required and desired education credentials. Applicants for positions requiring higher education degrees are required to provide transcripts that note degree conferral. Unofficial transcripts may be submitted at the time of application and are reviewed by the screening committee. ([Recruitment and Hiring Process](#)) Individuals submitting college or university coursework or degrees from an institution outside of the United States must obtain a complete evaluation of foreign transcripts and degrees through a U.S. foreign transcript evaluation agency. ([Evaluation of Foreign Transcripts](#))

Analysis and Evaluation:

Faculty and administrative job announcements provide direction to candidates regarding transcripts from non-U.S. institutions. ([Job announcements](#)) Applicants are directed to have the degree translated by a credential evaluation and foreign degree service.

Standard III.A.5

The institution assures 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.

Evidence of Meeting the Standard:

The Yosemite Community College District systematically evaluates employees in each of its constituent groups including faculty, classified staff, and administrators at regular intervals. ([YFA Contract](#), [CSEA Contract eval section](#), [LTAC handbook](#), [BP 7150 \(Evaluation, BP 2435\)](#)) The evaluation process is the formal method of recording job performance and is maintained in the personnel file at Human Resources. The performance evaluation process includes discussion between supervisor and employee regarding job performance strengths, expectations, and areas where improvement may be needed. Managers develop measurable criteria with the employee being evaluated, against which progress can be measured. The process also incorporates measurable criteria for effectively assessing an employee's work performance in relation to maintaining institutional effectiveness. Evaluation forms for all employees are published on HR webpage. ([BP 3225](#), [CEO Evaluation, Process and Timeline](#), [CSEA Evaluation forms](#), [YFA Evaluations](#), [LTAC Evaluation Forms](#))

Faculty evaluation includes observation by peers and deans. Procedures for the evaluation of faculty are detailed in Articles 6 and 7 and Appendix C of the YFA/YCCD Contract. ([YFA](#)

[Contract Articles 6 & 7](#)) Classified professionals are evaluated by direct managers, following the guidelines of the CSEA Local 420/District Agreement. ([CSEA Contract Article 8](#)) Guidelines for the evaluation of management employees are outlined in the YCCD Leadership Team Handbook ([LTAC Handbook 2015 pgs. 24–27](#))

The District monitors the completion of management and classified evaluations. Managers can access a District report that lists the dates of scheduled evaluations for the employees who report to them. ([Agriculture Evaluation Schedule](#); [Allied Health Evaluation Schedule](#)) The HR Office also emails managers within 90 days of an evaluation due date, with information about the evaluation cycle for that employee. Managers are expected to complete evaluations in a timely manner and forward them to HR. If a manager does not complete an evaluation, the next level administrator is notified and corrective action is taken.

Processes and procedures are in place for all permanent personnel within the District to ensure the regular cycle of performance evaluation. The evaluation tools consist of forms for evaluation and performance appraisal, peer evaluation, self-evaluation, goal setting, and performance improvement plans. Each process for performance evaluation was established in compliance with YCCD policy and these processes vary by employee group. ([BP 7150 \(Evaluation\)](#), [CSEA Contract Article 8](#), [YFA Contract Articles 6 & 7](#), [LTAC Handbook 2015 pgs. 24–27](#))

- Managers evaluate classified employees twice during their probationary first year and bi-annually during the rest of their employment. ([CSEA Evaluation Form](#)) When improvement is warranted, managers and employees agree on goals, documented in a Performance Improvement Plan. ([CSEA PIP Plan](#))
- Administrators set measureable goals with their supervisor every year. ([LTAC Job Appraisal Form](#)) They receive a comprehensive job performance evaluation every two years. ([Management Measureable Goals Form](#)) In addition to regular evaluation from their supervisor, managers also receive an evaluation from their peers every four years. ([Evaluation Survey Form](#))
- New faculty members are evaluated each semester during their first two years, then annually for the next two as part of a thorough process of earning tenure. ([Criteria for Faculty Evaluation p. 106](#)) Tenured faculty are evaluated every three years. Adjunct faculty are evaluated every six semesters of instruction. ([Adjunct Faculty Evaluation Form](#)) Faculty teaching distance education courses are evaluated for effectiveness in teaching online as part of the performance evaluation. ([Online faculty evaluation/observation form](#)) When indicated, an improvement plan may be developed, including specific goals for improvement and timelines for achieving them.

Analysis and Evaluation:

The YCCD HR Office assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. ([BP 7150 \(Evaluation\)](#)) Through the negotiations process, each constituent group has participated in discussions with District

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representatives to review performance evaluation methods. (evidence of process) Discussions have led to the incorporation of methods to measure how well performance helps maintain or increase institutional effectiveness. These discussions have resulted in process improvement through the creation of new evaluation tools and timelines. (CSEA and YFA Contract, LTAC handbook, evaluation forms for all groups) The governing Board has established policy delineating the process of evaluation of the Chancellor. (BP 2435)

Employee performance evaluation provides opportunity for employee and supervisor discussion of effectiveness in job performance and is therefore a valuable process designed to encourage improvement. When performance evaluation identifies areas requiring improvement, follow-up is timely and in accordance with established process. All personal evaluations are documented and retained in the employee personnel file in Human Resources, including follow-up plans for improvement. (CSEA PIP, BP 7150 (Evaluation, CSEA & YFA Contract evaluation sections, LTAC handbook)

III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard:

YCCD follows the guidelines established in the collective bargaining agreement between the District and the Yosemite Faculty Association. (YFA) Criteria for faculty evaluation includes excellent performance in classroom teaching or other primary responsibilities, respect for students' rights and needs, respect for colleagues and the teaching profession, and continued professional growth. (Appendices C-1, C-1a). Participation in student learning assessment is a professional responsibility of faculty members at institutions accredited by the ACCJC. Participating in the assessment process and using the results for the improvement of teaching and learning demonstrates respect for students, colleagues, and the teaching profession and is a component of professional improvement. Faculty members may include results of SLO assessment in their self-evaluations if they so choose (Article 6.3.4.3).

The YFA/YCCD agreement is currently under negotiation. Both the YFA and the YCCD have included revisions to Article 6 as a goal of this cycle as evidenced by the reopening statements approved by the Board of Trustees at their January 2017 meeting. (BOT minutes - Jan 2017) SLO assessment, as it relates to faculty evaluations, has been a topic of discussion. As of this writing, a final agreement has not been reached.

The first level of assessment of learning outcomes data to improve teaching and learning occurs within the Program Review process. The Program Review includes a reflection on the department's assessment results and progress toward increasing learning outcomes through

improvements made as a result of the regular cycle of evaluation. ([Program Review Process 2017, pages 4-6](#); [Business Administration Program Review 2017](#))

Yosemite Community College District is currently in negotiations with the faculty union, the Yosemite Faculty Association (YFA). Both the YFA and YCCD have included revisions to Article 6 as a goal of this cycle as evidenced by the reopening statements approved by the Board of Trustees at their January 2017 meeting. ([BOT minutes - January 2017](#)) The parties reached a tentative agreement on January 17, 2017, which will require adoption through the ratification process. [As part of that agreement, a component to assess Student Learning Outcomes was added to the faculty evaluation process. \(Faculty Self Evaluation Form, Appendix C\)](#) The academic administrator conducting the faculty evaluation will use the faculty member's self-evaluation input in framing the evaluation discussion on assessment of Student Learning Outcomes and improvements to the teaching processes leading to increased student learning. The discussion may include department level conversations focused on student learning outcomes assessment, Program Review, and Program Learning Outcome analysis and evaluation leading to program improvement. Faculty teaching distance education courses are evaluated using the same process as faculty teaching in the traditional classroom. ([YFA Contract](#))

College administrators are evaluated on student learning outcomes as it relates to their role in using data analysis to assess learning outcomes to support improvement in teaching and learning for program improvement. (YCCD Leadership Team Job Performance Appraisal Form #22)

https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20New%20Eval%20Forms_Performance%20Appraisal_fillable.pdf].

Analysis and Evaluation:

The Yosemite Faculty Association (YFA) contract with the YCCD delineates the professional responsibilities of faculty members and outlines processes of evaluation to measure how they are fulfilling their responsibilities. Pending ratification by the faculty union, faculty evaluation will include a self- evaluation that addresses assessment of Student Learning Outcomes and improvements to the teaching processes and student learning. Detail on improvements to instructional programs based on evaluation of outcomes assessment is fully presented in Standard II.A.16. College administrators who are directly responsible for student learning are evaluated on how well they use the learning outcomes assessment results to improve teaching and learning.

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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Evidence of Meeting the Standard:

Modesto Junior College's faculty is of sufficient size to support the educational programs and student support programs of the institution. The District requires all faculty to meet the discipline standards as outlined in the Minimum Qualifications for Faculty and Administrators document. ([Min Quals doc](#)) The faculty is comprised of full and part time employees meeting the minimum qualifications of education and experience established by the California Community Colleges Chancellor's Office. ([min quals doc](#), [faculty job announcements](#)) The College has developed a Faculty Hiring Prioritization Process which relies on Program Review and assessment to inform the proposals from the Divisions. ([Faculty Hiring Process Doc](#)) The Faculty Hiring Prioritization Process is inclusive of vacancies due to retirement and resignation, mid-year departures, and growth positions.

Once approved by College Council, the Faculty Hiring Prioritization list is forwarded to the President. The President confers with the Chancellor's Cabinet in determining the number of faculty positions that can be hired based on the College's financial position, the Faculty Obligation Number, and the opportunity for District growth. When the President made adjustments to the faculty hiring priorities received from College Council in 2014, she communicated it to the College and Academic Senate including the data informing her decision. ([Academic Senate minutes 12.11.14](#), [President's Prioritized Faculty Hiring List](#))

MJC has at least one full time faculty member in each of the educational programs offered. All full time faculty have been determined to meet or exceed the state minimum qualifications for teaching in the community college. ([Min Quals doc](#)) In both transfer and Career Technical Education programs, full time faculty are augmented with part time faculty to meet student demand for class sections. Many of the adjunct faculty are employed in their field of expertise providing an opportunity for students to engage with current practitioners in a number of disciplines.

The District seeks to attract and hire highly qualified faculty for part time and full time positions. To this end, the salary schedule, developed using a set of cohort colleges and interest-based discussion, is subject to collective bargaining and an interest-based approach. ([Faculty salary schedule](#))

(narrative about the FON chart here)

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| Historical | Target | FULL | PART | TOTAL | 75.00 | 25.00 |
|------------|-----------------------|--------|--------|--------|--------|--------|
| 2016 | | | | | | |
| YCCD | 294.2 | 300.00 | 145.15 | 445.15 | 67.39% | 32.61% |
| Columbia | | 53.00 | 24.15 | 77.15 | 68.70% | 31.30% |
| Modesto | | 248.00 | 121.00 | 369.00 | 67.21% | 32.79% |
| 2015 | | | | | | |
| YCCD | 285 | 294.00 | 148.61 | 442.61 | 66.42% | 33.58% |
| Columbia | | 51.00 | 28.49 | 79.49 | 64.16% | 35.84% |
| Modesto | | 243.00 | 120.12 | 363.12 | 66.92% | 33.08% |
| 2014 | | | | | | |
| YCCD | 274 | 274.00 | 169.84 | 443.84 | 61.73% | 38.27% |
| Columbia | | 49.00 | 33.88 | 82.88 | 59.12% | 40.97% |
| Modesto | | 225.00 | 135.96 | 360.96 | 62.33% | 37.67% |
| 2013 | | | | | | |
| YCCD | 271 | 272.00 | 165.42 | 437.42 | 62.18% | 37.82% |
| Columbia | | 46.00 | 35.46 | 81.46 | 56.47% | 43.53% |
| Modesto | | 226.00 | 129.96 | 355.96 | 63.49% | 36.51% |
| 2012 | | | | | | |
| YCCD | 263.8 or 65.36% | 263.80 | 138.54 | 402.34 | 65.57% | 34.43% |
| Columbia | | 45.80 | 28.55 | 74.35 | 61.60% | 38.40% |
| Modesto | | 218.00 | 109.99 | 327.99 | 66.47% | 33.53% |
| 2011 | | | | | | |
| YCCD | 293 or 63.01% | 283.80 | 150.08 | 433.88 | 65.41% | 34.59% |
| Columbia | | 45.80 | 28.00 | 73.80 | 62.06% | 37.94% |
| Modesto | | 238.00 | 122.08 | 360.08 | 66.10% | 33.90% |
| 2010 | | | | | | |
| YCCD | 293 or 65.35% | 293.00 | 172.44 | 465.44 | 62.95% | 37.05% |
| Columbia | | 48.00 | 37.04 | 85.04 | 56.44% | 43.56% |
| Modesto | | 245.00 | 135.40 | 380.40 | 64.41% | 35.59% |



As of May, 2017, the Baccalaureate Degree in Respiratory Care was in active recruitment for a full-time faculty member to teach in the baccalaureate program. ([job announcement](#)) In addition to the new instructor, the program was developed by full-time MJC faculty in the respiratory care, speech, philosophy, and sociology disciplines. The majority of the program courses will be taught by full-time faculty. ([fall class schedule](#))

Analysis and Evaluation:

The state of California has a longstanding goal that at least 75 percent of the hours of credit instruction in the California Community College system should be taught by full-time instructors. MJC has made some progress toward meeting this goal. ([Evidence?](#)) The full-time faculty number includes counselors and librarians. The College has continually met the FON benchmark. Replacement and expansion positions are carefully determined and documented to support the College mission and academic programs.

As of spring semester, 2017, MJC employed 173 full time faculty and 389 part-time (adjunct) faculty. The District requires all faculty to meet the discipline standards as outlined in the 10th edition of Minimum Qualifications for Faculty and Administrators adopted by the Board of Governors in 2013-14. While most disciplines require a Master's degree, 19% of full-time faculty hold Doctoral degrees. In addition, 34 career technical education faculty hold advanced Master's degrees and four hold Doctoral degrees.

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III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

YCCD and MJC value the contributions of part time and adjunct faculty and work to integrate adjunct instructors into the life of the institution. ([Senate membership](#), [Participant list from Great Teacher's Retreat](#), [FLEX List of Professional Development](#)) Upon Board approval, part-time and adjunct faculty are invited to attend Human Resources New Employee Orientation. ([Sample email](#), [sample email](#)) The orientation includes an overview of policies and practices for the District. ([New employee orientation PowerPoint](#)) To further support part time and adjunct faculty, MJC holds an Adjunct Orientation at the beginning of the semester. This event is coordinated by the Yosemite Faculty Association, and is presented by union leadership, Academic Senate, and the Vice President of Instruction. Orientation topics include the evaluation process, resources, and the faculty contract. ([Adjunct Welcome Reception](#)) An academic dean in the discipline in which each part time faculty member teaches provides oversight and leads the employee performance evaluation process. ([YFA Contract](#) section on evaluation)

As outlined in Standard III.A.5, the YCCD has established evaluation processes for part time and adjunct faculty. The evaluation process provides a formal method to evaluate and document job performance and provides a venue for discussion of strengths and areas for growth leading to improved teaching. Part time and adjunct faculty are evaluated at least once during the first semester of employment and then at least once every three academic years thereafter. The YCCD is currently in negotiations with the faculty union, the Yosemite Faculty Association (YFA). Part-time and adjunct faculty evaluations has been a topic of discussion. As of this writing, a final agreement has not been reached. ([YFA Contract, Article 7](#))

Professional development is valued and encouraged at the College. The District publishes guidelines that help full- and part-time faculty access professional development opportunities. ([YCCD-YFA Approved Guidelines for Professional Improvement Requests \(Personnel-Certified\)](#))

Part time and adjunct faculty are encouraged to attend Institute Day and Flex activities along with full-time faculty to engage in professional development opportunities. ([Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#), [FLEX Options](#), [online training invitation](#)) Through participation in these activities, adjunct faculty receive credit toward their flex requirement. Part time faculty are invited, but not required, to attend Collegewide and division meetings and to participate in professional development workshops offered throughout the year. Part time and adjunct faculty can avail themselves of the professional development programs outlined in Standard III.A.14. ([YCCD - YFA Approved Guidelines for Professional Improvement Requests](#))

Analysis and Evaluation:

Part time and adjunct faculty are integrated into the life of the institution and provided orientation, oversight, and professional development opportunities. All District employees, including part time faculty, undergo a regular cycle of employee performance evaluation. ([YFA Contact evaluation section](#)). New and returning adjunct faculty are encouraged to participate in Adjunct Orientation and division meetings. Part time and adjunct faculty are invited to engage in a variety of professional development activities including online faculty training offered by the Distance Education Department which offers certificates in online teaching and master online teaching. ([Online Faculty Resources](#), [Online Training Invitation](#)) Part time faculty were encouraged to attend the Great Teachers' Retreats held summer of 2015 and summer of 2016 where they participated in workshops, department workgroups, networking opportunities with colleagues, and heard nationally renowned speakers. ([Great Teachers' retreat agenda](#), [participant list](#))

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard:

As of the spring 2017 semester, Modesto Junior College had 269 full-time classified employees and 11 part-time classified employees. ([MJC Employee Census Graph - Spring 2017](#))

The District has established processes for filling temporary and permanent full-time and part-time positions to ensure MJC employs a sufficient number of classified staff with appropriate qualifications to support the effective operation of the college. ([Recruitment and Hiring Process Doc](#), [Temp out of class recruitment process](#), [temp out of class form](#)) Temporary position vacancies are advertised to all employees, providing opportunity for professional growth for applicants selected to work out of class for a period not to exceed 90 days. ([Temporary form and announcement](#)) Permanent position job openings are announced to all employees and advertised externally in accordance with YCCD recruitment practices. ([Recruitment and Hiring Process Doc](#), [Classified Job Announcement](#), [Screenshot from CCRegistry of staff openings](#)) All new classified employees participate in a YCCD new employee orientation to prepare them in the operations and processes of the District. ([New Employee Orientation outline](#))

The need for additional classified employee positions is identified through the Program Review process and through institutional planning including the Student Success and Support Program Plan and the Student Equity Plan. ([PR Sample](#), [SSSP](#), [SEP](#)) Program Review includes a section where staffing needs are presented in narrative and a request for human resources is proposed. ([PR with staff request](#)) Following the economic downturn,

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money was restored to community colleges in the California system through new funding streams including Student Success, Student Equity, and the Strong Workforce Initiative. Each of these funding streams has specific parameters for expenditures including the types of positions that can be supported with the new resources. (SSSP rules, SEP Rules, SWP rules) The College has developed and filled new positions funded by these restricted budgets that increase student support services and the administrative capacity of the institution. (Success Services Representative job description, Research analyst)

The qualifications for each position posted for recruitment are directly tied to the distinguishing characteristics and examples of duties presented in the job description. (Sample job descriptions CSEA) The Human Resources Office establishes hiring criteria by matching position duties and responsibilities to industry standards. YCCD has established practices to ensure that knowledge and abilities for each position are closely matched to specific job requirements and meet the needs of the program area to support student success. (Evidence?) Hiring screening committees review all applications and score the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution. (Recruitment & Hiring process doc)

The College values the contributions of its classified professional employees and provides training to help them maintain current skills. The Disney Institute came for a full day of training in service practices to all YCCD classified professionals in August, 2016. (Disney Training Agenda) Managers are tasked with providing ongoing service training to staff members in their units. (Disney Training Module 1; Module 2) When Financial Aid and Enrollment Services technicians were reclassified to become Student Services Representatives (SSRs), providing comprehensive assistance to students, the directors of Financial Aid and Enrollment Services developed targeted training for the new group to cross-train them in all technical service areas. (SSR Training Presentation)

Analysis and Evaluation:

The Yosemite Community College District has a sufficient number of employees to support the institution's mission and purposes. In addition to developing an appropriate staffing allocation, the College has an interest in increasing institutional effectiveness and productivity and relies on Program Review and College planning processes to determine hiring needs. Each retirement or other vacancy is carefully considered for replacement or reorganization ensuring that essential positions are filled which support the institution's mission and purpose.

The District has completed the first round of classification reviews to ensure that work is properly aligned with the classification. (Evidence - email to KP 2.14.17) The District is engaged in the process of updating job descriptions for functional areas to ensure consistency and accountability across institutions, departments, and service areas. The College provides targeted and ongoing professional development to support best practices in serving students.

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

As of the spring 2017 semester, the College had thirty-six administrators and four confidential employees, including the president, three vice presidents, twelve deans, other academic administrators, and classified managers. The reporting relationships of the institution's departments, programs, and services are documented in the College organization chart. ([MJC Admin Org Chart](#)). The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met including unit planning, program review, and budget development. (PR samples, budget development timeline and process graphic)

Administrative positions were reduced during the economic downturn and the College reorganized several areas to maintain levels of quality administrative support. (Reorg of Aux Services, combination of PRHE with Allied Health and FCS) In the last few years, the College evaluated the needs of new statewide initiatives, including additional management of personnel, implementation of new programs, and additional budget oversight. Leaders carefully considered how to meet added administrative demands and identified ways to reassign duties in some areas and other areas that required new administrators. ([Basic Skills Director Job Description](#), [Director of Access, Retention, & Student Success](#), [Dean of Institutional Effectiveness](#); [Director of Career Services](#))

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents confer to assess the needs of the departments affected prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with Columbia College and similar positions in other community college districts. New positions evolve through processes of strategic planning and reorganization of administrative units. In 2015, MJC established the Office of College Research including a director and research analyst to support the institution's mission and purposes. (Job descriptions, Board action of hires) The department is funded through multiple sources including student success and equity funding streams in alignment with the College's plans to increase student success and decrease achievement gaps across student groups. ([SSSP Plan](#), [SEP](#), [ATD Brochure](#)) The Office of College Research was established to address the growing need for disaggregated student data on student learning and achievement and provides data and analysis that informs decision-making at the depart, division, and institution level. ([link to Research website](#)) In spring 2017, the addition of the administrative responsibility of the Strong Workforce Program (SWP) increased the institution's need for data collection and reporting. (SWP website) To meet the requirements of the SWP and to increase institutional access to and informed use of data in decision-making, a dean of institutional effectiveness position was developed. ([Job description dean of IE](#))

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Analysis and Evaluation:

Modesto Junior College has a full complement of administrators and is in compliance with ER 8. In recent years, the number of administrators has increased in order to provide greater support for institutional effectiveness and student equity, and to provide greater oversight of emerging state mandates in student services. (Job descriptions [Director Basic Skills](#), [Director Access](#), [Director College Research](#), [Dean of Institutional Effectiveness](#))

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

Yosemite Community College District subscribes to the Community College League of California's Policy and Procedure Services. ([CCLC link](#)) Recommendations for policy revision and new policy documents are often initiated by the Community College League of California (CCLC) legal updates. Additionally, new policy proposals and suggested revisions from external or internal requests can be considered during the annual review period. ([P&P document](#)) The District's Public Affairs Department within the Chancellor's Office oversees the policy and procedure development and review process for the District. ([YCCD Board policy website](#))

Human Resources serves as the subject matter expert for all personnel related policies. The District has adopted Board Policies and Procedures that ensure fairness and compliance in employment practices and Human Resource related matters. All written personnel policies and procedures are published in the Board Policy web page. ([Human Resource Policies](#)) Personnel policies are reviewed on the six-year comprehensive review cycle along with all YCCD policies. ([Policy Review Procedures p. 3](#)) Personnel policies include:

- Nondiscrimination ([BP 3410](#))
- Equal Employment Opportunity ([3420](#))
- Prohibition of Harassment ([3430](#))
- Commitment to Diversity ([BP 7100](#))
- Recruitment and Hiring ([BP 7120 - Recruitment and Hiring](#))

The Yosemite Community College District Equal Employment Opportunity Plan was adopted in June 2015 to delineate the District's commitment to equal employment opportunities. ([EEO Plan](#)) Principles of the plan, including requisite training for all hiring screening committee participants, are built into the hiring procedures. ([Recruitment & Hiring process doc](#)) Requiring a secured login, the hiring process website includes written

guidelines and forms to ensure fairness, consistency, and equity in the selection of new employees. ([Hiring process website](#))

Fairness, consistency, and equity are further supported by clear guidelines found within the collective bargaining agreements and the Leadership Team Handbook. ([CSEA Contract](#), [YFA Contract](#), [LTAC handbook](#)) Such matters as evaluation, grievance, and working conditions are delineated in these documents and made available to the general public for review. ([Link to HR document site](#))

Analysis and Evaluation:

The District's Policies and Procedures are available on the YCCD website. ([BP Website](#)) The website provides detailed information on the policy and procedure review process. ([P&P document](#)) Human Resources ensures that new and revised policies and procedures are updated when developing and editing contract and handbook language. New employees are informed and provided with bargaining unit contracts and handbooks as well as District Policies and Procedures during the onboarding process, which is held monthly following each Board of Trustees meeting.

Human Resources facilitates training sessions cover topics such as bargaining unit contract and handbook guidelines, board policy and procedure, diversity and EEO compliance. Human Resources offers and facilitates on-site staff training for legally mandated topics such as harassment awareness training. ([EEO Plan](#); [training announcement](#)) It partners with Liebert, Cassidy and Whitmore to offer on-site training and online webinars. ([LCW webinar invites](#)) Beginning in spring 2017, employees may complete required EEO training via an online, self-paced module.

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

The Yosemite Community College District (YCCD) Equal Employment Opportunity (EEO) Plan was adopted by the governing board on June 10, 2015. ([EEO Plan 2015](#)) The EEO Plan reflects the district's commitment to equal employment opportunity. ([BP 7100 \(Commitment to Diversity\)](#)) The District takes active and vigorous steps to ensure equal employment opportunity and creates a working and academic environment, which is welcoming to all, to foster diversity and promote excellence. The District follows Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff, including ethnic group identification,

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national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. ([Sample interview questions re diversity](#))

The District demonstrates an understanding and concern for equity and diversity through the policies and practices it has institutionalized. ([BP 7100 \(Commitment to Diversity\)](#)) Training is provided for employees in regard to specific issues of equity and diversity before serving on a hiring screening committee. ([Recruitment and Hiring Process Doc](#)) The Equal Employment Opportunity training for all members of screening committees promotes an understanding of equity and diversity across the institution. ([EEO Training Summary](#))

Modesto Junior College reflects an appreciation of diversity in the institution's key planning statements, including its mission and values statements [[Mission, Values](#)]. Diversity is celebrated through numerous campus presentations including speakers, artistic demonstrations, and cultural events. ([Wes Moore flyer](#), [MLK flyer](#), [Hispanic Education Conference flyer](#), [Positive People speaker series announcement](#), [CEP event announcements](#))

The District evaluates employment equity and diversity. The YCCD Office of Human Resources utilizes a confidential data sheet to track applicant ethnicity, gender, and disability for all positions. ([HR TRACKING SHEET APPLICANTS](#)) Utilizing data on employee demographics, HR prepares annual Equal Employment Opportunity reporting documents. ([EEO Plan 2015](#)) On a periodic basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. ([Board agenda/minutes June 2016](#)) District Human Resources collaborates with the Research Office to provide data that evaluates the District's employment equity and diversity in order to ensure representation from a diverse population. ([Employee Demographic Profiles 2010 - 2016](#))

Positions at the college are advertised broadly through a variety of avenues such as the district website, publications, state-wide job fairs, and the registry for California Community Colleges. MJC's Values Statement illustrates the College's commitment to equity: ". . . We foster respect for and interest in the diverse individuals and histories of our community. . . ." The College tracks and analyzes its employment equity record. In reviewing the demographics of its personnel, the College found that less than 15% of full- and part-time faculty are Hispanic while 48% of MJC students are Hispanic. Faculty groups discussed the disparity with YCCD HR, resulting in contracts with additional personnel sites when recruiting administrators and faculty ([Recruitment Websites](#))

Analysis and Evaluation:

The YCCD Office of Human Resources supports college personnel by providing Equal Employment Opportunity training for all members of screening committees to promote an understanding of equity and diversity. Recruitment for open positions reaches beyond the local service area to draw highly qualified candidates with diverse backgrounds and perspectives. Administrators attend job fairs to promote positions with the Yosemite Community College District. ([Job Recruitment Agencies](#); [SF job fair Jan 2017 from Jennifer](#)) These efforts have recently resulted in new employees relocating to the Modesto area from

out of state. MJC works diligently to maintain appropriate programs, practices and services that support its diverse personnel and student body.

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

Adherence to a professional code of ethics is a value embedded in the institution and can be found as a guiding principle throughout the organization. Setting the tone at the top, the YCCD Board Policy and Procedures provides a written code of ethics, standard of practice, and civility for the Board of Trustees. ([BP 2715 \(Board Self-Evaluation\)](#)) Leadership Team members use as a guiding document the Association of California Community College Administrators Statement of Ethics. This statement is included in the Leadership Team Handbook and adherence to this statement is a component of the evaluation of management employees. ([LTAC handbook](#)) The District will follow discipline processes as defined in the CBAs and the LTAC Handbook, as appropriate. The bargaining units provide ethics statements to further uphold professionalism and civility. Faculty are guided by a Statement of Professional Ethics found as Appendix C-2 of the Faculty Contract. [[Yosemite Faculty Association Faculty Contract Appendix C-2: Statement of Professional Ethics](#)] The code consists of five broad major statements pertaining to the principles and conduct faculty are expected to uphold. The classified contract does not include a statement of ethics, but Article 21 insures a safe and civil working environment for all classified staff. [[CSEA Chapter 420 Contract Article 21: Safe and Civil Working Environment](#)] Staff members are further guided by the statewide California School Employees Association Code of Ethics, which applies to each CSEA Chapter and all members. [[CSEA Code of Ethics](#)] Modesto Junior College's mission, vision, and values statements reflect the institution's deep-seated commitment to professional and ethical behavior with emphasis on character, cultural awareness, engagement, integrity, civic awareness, and responsible stewardship. ([mission, vision, values](#))

Analysis and Evaluation:

There is a District wide commitment ensuring that all members of the Yosemite Community College District understand and adhere to professional and ethical standards. (**BP 2715**) Two of the three employee groups, faculty and administrators, include a statement of ethics in their contract and CSEA includes a statement on their state level website. The Yosemite Faculty Association contract includes a statement of ethics that is a modified version from the Statement on Professional Ethics adopted by the American Association of University Professors. ([Yosemite Faculty Association Faculty Contract Appendix C-2: Statement of Professional Ethics](#)) The Leadership Team handbook includes a section on statement of ethics which states "The YCCD Leadership Team fully supports the Association of

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California Community College Administrators (ACCCA) Statement of Ethics provided in Appendix A.” ([LTAC handbook](#))

To further promote ethics in the YCCD, the District policy and procedure review committee has recently reviewed and forwarded a recommendation creating an institutional policy which identifies the individual ethics codes described above as the expectation of the District. The Board approved the policy at their January 2017 meeting [[Ev-jan BOT meeting minutes](#)].

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

The College provides professional development for faculty, staff, and management through a variety of programs coordinated by the College and through the District. Training for managers and staff members are a critical component of effectiveness and, consequently, are mostly mandatory. ([Evaluation training, sexual harassment training, annual safety training announcements/flyers](#))

Full-time faculty members must fulfill a minimum of 28 hours of flex training per year by contract while adjunct faculty are required to fulfill a certain number of flex hours based on the scope of their teaching assignment. ([YFA Contract](#)) Overload teaching assignments for full-time faculty carry additional flex obligations. ([YFA Contract](#)) Faculty members account for these professional development hours using the online Flex system; registering for events and describing independent activities and certifying completion thereof. ([Flex website](#)) Deans hold faculty members accountable to complete their required flex time each year [[Ev-division reports on flex obligation](#)].

The Professional Development Coordinating Committee (PDCC) is a standing committee of the College. The PDCC plans Institute Week to provide all personnel with opportunities for continued professional development. ([Institute week schedules](#)) Institution-wide discussions of College needs identified professional development as a priority. The MJC Education Master Plan (EMP) includes a specific objective to strengthen professional development that leads to improved student outcomes. ([EMP Priorities and Objectives](#)) The PDCC is charged with developing a comprehensive professional development plan to identify, track, and evaluate professional development opportunities that align with college priorities.

Institute Day is the highlight event held Friday prior to the start of each fall and spring term. Attendance at these events is strong, with only a skeleton crew remaining in offices to attend

to student needs. (Sample sign in sheets) The most recent iteration, in January of 2017, included an all-college introduction to guided pathways and the evidence of their effectiveness in promoting student success and completion. [Ev-agenda] Recent Institute Days have included round table discussions where faculty peer share information from conferences they have attended, sabbatical projects, and innovations in their own classrooms. (Round table topics from fall 16, sp 17) Similarly, before the start of each term, the College hosts an adjunct orientation that provides valuable information and group interaction. The event is consistently well-attended [Ev-rosters last couple]. These orientations provide opportunity for further presentation and discussion of college activities, overviews of new college initiatives, and presentations on the College's Institutional Self-Evaluation process. (Adjunct orientation sample agendas)

In early August 2016, managers, staff, and faculty leaders joined colleagues at Modesto Junior College engaged in a two-day customer service academy with the Disney Institute [agendas, attendee lists]. The emphasis of the training was to recognize how everyday interactions with students affect their participation and success. Outcomes of the training include changes in employee mindset and approach, improvements to the website, and staff and administrators began wearing name tags to more easily identify themselves as representatives of the College and sources of information for students and visitors.

The College has prioritized professional development in its external grants and state-funded initiatives, including Student Equity, SSSP, and Strong Workforce. College faculty and administrators have attended many conferences, including Achieving the Dream, Acceleration conferences, and A2Mend. Results of these professional development opportunities include increased data analysis capacity, development of an accelerated English program, and a support program for students of color. (IEPI goals, Acceleration program, http://www.mjc.edu/governance/ssec/documents/ssec_minutes_2016oct03.pdf, p. 4)

On a district level, professional development training sessions are provided to all managers and supervisors. These sessions have included instruction on personnel practices, Title IX, EEO, preventing sexual harassment, performance management, understanding union contracts, conducting investigations, and effective communication. [Ev-calendar of events] The District also conducts an in house leadership academy open to all administrators. [Ev-ad, schedule] This comprehensive, year-long program focuses on developing leaders for the organization to support the Board's grow your own philosophy.

The District held a retreat for all classified staff on _____. (Announcement) The day included training on budget overview, fiscal processes, enrollment management practices, accreditation, effective communication, and developing a personal mission and vision.

The District promotes use of the system wide [Professional Learning Network](https://prolearningnetwork.cccco.edu/) (PLN) offered through the California Community College Chancellor's Office. [Ev <https://prolearningnetwork.cccco.edu/>] It is a full service, one-stop site for professional development, including the ability to have an individual development plan. Training videos on the site show, for instance, how to use the Scorecard, Basic Skills Tracker, Salary Surfer,

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and other aspects of the Chancellor's Office Datamart. A recent addition to the PLN is the free use of Lynda.com for training purposes.

Individual faculty members may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement. ([YFA Contract](#)) In addition, they may, with prior approval, take appropriate courses or conduct independent study and count these activities as professional improvement credit toward salary advancement. [Ev-link to form, used earlier in this standard]

Analysis and Evaluation:

Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities. (Sample emails and flyers) There are provisions in the collective bargaining agreements for full-time faculty to attend conferences and for sabbatical leaves. ([YFA Contract](#)) Classified employees are encouraged to participate in relevant training opportunities and have a provision in their collective bargaining agreement to receive release time for taking college classes and for the District to underwrite the cost of those units. [Ev-link to BP and form] District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators. Further, administrators have access to \$1,500 annually for professional development activities. ([LTAC handbook](#))

MJC continues to value the impact of professional development. It has steadily increased access to training opportunities that contribute to the establishment of effective practices in multiple divisions. The College prioritized the importance of a broad professional development plan through the EMP, including opportunities to share new understandings and evaluate outcomes born of these opportunities. MJC will continue to build professional development through an Actionable Improvement Plan that strengthens the college system of engaging in, reporting on, and measuring how professional development supports the mission and priorities of the College. The Professional Development Coordinating Committee (PDCC) will recommend an institutional plan to College Council by fall 2018.



III.A.15

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.

Evidence of Meeting the Standard:

The YCCD Office of Human Resource maintains the security and confidentiality of personnel files and employee information. ([BP 3310 \(Records Retention and Destruction\)](#)) Employee personnel files containing paper copies of employment records are kept in fire proof cabinets located in Human Resources which are themselves in a locked room inside an access-controlled building. HR personnel are responsible for the security and

maintenance of these files. Processes are in place to allow employees access to their personnel file in a secure and confidential environment as required by California Labor Code and Education Code [[California Labor Code 1198.5](#); [California Education Code section 87031](#)].

YCCD has adopted policy that governs the treatment and release of confidential information providing additional protection of personnel records. ([BP 7-8038 \(Release of Confidential Information\)](#)) The treatment of personnel records is also addressed in the bargaining unit agreements the district holds with the Yosemite Faculty Association and California School Employees Association. ([YFA Contract, p. 23](#); [CSEA Contract, p. 21](#)) The District uses its Ellucian enterprise information system for the storage and maintenance of electronic personnel records and information. Access to these electronic records is only granted to key personnel based on their area of work, level of expertise, and a need to know basis. Information Technology has the responsibility and oversight of the request process and requires formal approval by a high level administrator before granting access. [[Ev-form for IT access](#)] All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness. [[Ev-most recent audit with no findings](#)]

Analysis and Evaluation:

YCCD is committed to ensuring the security and maintaining the confidentiality of all employee records. Measures used by HR to ensure the security and confidentiality of personnel files and records include using fire proof cabinets, oversight of these records by HR personnel during open hours, and keeping records in locked areas during closed hours. HR personnel have processes in place which allow employees access to their file. Employees also have the right to be informed before items of a derogatory nature are placed in their personnel file. Additionally, the processes allowing employees access to their file and for notifying employees before the placement of items derogatory in nature, are outlined the bargaining unit contracts and handbooks. [Ev-[YFA](#), [CSEA](#), [LT handbook](#)]

Electronic files may only be accessed by authorized key personnel and this access is granted by Information Technology through a formal request and approval process.

Standard III.B Physical Resources

Standard III.B.1

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

Evidence of Meeting the Standard:

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Modesto Junior College is uniquely characterized by two campuses located approximately two and a half miles apart on the east and west sides of Highway 99. ([Google map with sites identified](#)) The East Campus is the college's original site and 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 from 2011 ISER, map]. The West Campus sits on approximately 167 acres and includes three new buildings constructed through the Measure E general obligation bond. [Ref. IIIB-2 from 2011 ISER, map of West Campus] MJC also owns an instructional lab supporting the division of Agriculture and Environmental Sciences known as Beckwith Ranch located in close proximity to West Campus. ([Google map](#))

The Yosemite Community College District (YCCD) has a centralized structure supporting the planning, construction, and maintenance of physical resources. ([Facilities org chart](#)) Facilities staff support the College by ensuring access, safety, security, and healthful learning and working environments are maintained at the three College sites: East Campus, West Campus, and the Beckwith Ranch. (job descriptions [custodian](#), [groundskeeper](#), [maintenance](#)) The facilities department is directly responsible for the oversight of the college's construction and modernization projects and is the contact for regulatory agencies.

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. ([Bond document from Jill](#)) Modesto Junior College was allocated \$220.1 million, Columbia College \$52.5 million, and the District's Central Services \$53.4 million. ([IIIB3](#))

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 needs and enrollment growth. These projects were initially identified within the YCCD Facilities Master Plan, in the 2004 Measure E general obligation bond for approval by voters in 2004, and were granted authorization by the Citizens' Bond Oversight Committee and the YCCD Board of Trustees. The projects were implemented in three phases between 2005 and 2016 ([IIIB4](#), [IIIB5](#), [IIIB6](#)). In spring 2018, the final projects will be completed, including the exterior painting projects on East and West Campus and the construction of an outdoor education center adjacent to the Science Community Center. ([outdoor education center plans](#))

With the passage of Measure E in 2004, the college commissioned an Educational Master Plan 2006-2007 and updated the MJC Facilities Master Plan. ([EMP 2006-07](#), [Facilities Plan 2006-07](#)) The Educational Master Plan was foundational to the construction and renovation program at the college supported by Measure E funds ([IIIB7](#)). The Program Management Plan (PMP) served as the road map for the implementation of the Measure E Bond Program and included projects throughout the YCCD ([IIIB8](#)).

Safety is the first priority for YCCD physical resources. The Five-Year Scheduled Maintenance Report, submitted to the state every year, is a technical document that helps the

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College ensure effective monitoring and maintenance of the physical plant. (IIB9) This report identifies needed maintenance, including the determination of cost, when an item should be replaced and/or repaired, funding sources for projects. The Facilities Planning and Operations department oversees and schedules maintenance of facilities and grounds.

The Director of Facilities Planning submits a Five-Year Construction Plan to the state each year. This plan serves as another report to effectively evaluate and document the needs of programs and services. (IIB10) This document breaks down the capacity and load ratio of every area of the physical plant and its use. The planning documents for physical resources are maintained by the YCCD Facilities Planning and Operations Department.

Measure E projects were planned to ensure access to existing and new facilities. Special consideration in planning and design resulted in facilities that meet current standards of the Americans with Disabilities Act (ADA), adhere to District policy on key access, and are maintained securely. (IIB11, IIB12, IIB13, IIB14) MJC's facilities are constructed and maintained to ensure that safe and sufficient physical resources are in place to facilitate effective student learning and support services. The YCCD maintains compliance with all federal, state, and local building, fire, and health and safety regulations, codes, and standards. YCCD adheres to the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), and California State Fire Marshal guidelines. (IIB26, IIB27, IIB28)

YCCD has put in place a number of systems to proactively address, monitor, and mitigate facilities issues to improve safety and access to physical resources. Work orders can be entered into the Physical Plant module of Datatel Colleague by staff, faculty, and administrators at any time. (IIB18) Work orders are prioritized in order of safety, ADA, routine maintenance, and modernization. Work orders are assigned promptly to ensure quick resolution in the most cost effective manner. The YCCD utilizes automation control systems to remotely control the major HVAC infrastructure, electronic locks (access control), intrusion systems, and fire alarms. The automation systems result in improved efficiencies and productive teaching and learning environments. (IIB29)

Modesto Junior College provides instruction at a number of off-campus sites including service area high schools, agencies, and hospitals. (List of locations [you can find in the five year construction plan]) When providing instruction at off-site locations, Modesto Junior College works with the host site to address any physical plant concerns that might impact the teaching and learning experience. Hospitals and other health care providers must adhere to the standards of the regulatory agencies that oversee their operations. If there are issues with off-site physical resources, faculty and students may report them directly to the program directors, division deans, or to any student services professional. (need evidence here)

MJC provides remote education instruction in the nursing area via two-way video and audio to Columbia College. The high-end video conferencing classrooms, designed by Cisco Systems, incorporate state-of-the-art instructional technology supported by staff with specialized skill and training in distance education. (job description, room specs, photo) Funded by Measure E, the classrooms in Glacier Hall on West Campus and in Red Bud at

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Columbia College, provide an effective and productive teaching and learning environment. The Associate Degree Nursing program review includes evaluation of the facilities to support the distance education component of the program. ([Nursing Program Review 2016](#))

The equipment and facilities needs of online instruction at Modesto Junior College are evaluated by the Distance Education Committee. ([IIIB17](#), [EAV DE Committee page](#)) The MJC Distance Education Plan served as the guiding document in the selection of Canvas as the new course management system for the YCCD. ([IIIB19](#)) The Distance Education Strategic Plan is scheduled for update in fall 2017 as part of the ongoing integrated planning cycle of the College.

Analysis and Evaluation:

The facilities of Modesto Junior College are designed, built, and properly maintained to ensure that safe and sufficient physical resources exist to facilitate effective teaching and learning in support of the College mission. The Yosemite Community College District Board Policy and Procedures builds a foundation for providing safe and sufficient physical resources at Modesto Junior College. ([IIIB13](#), [IIIB14](#), [IIIB15](#), [IIIB16](#)) The College administration and the Yosemite Community College District's Facilities Director give their highest priority to any safety issues that need immediate attention.

The YCCD has in place processes through which safety and other concerns can be addressed. The college maintains and monitors the college's physical resources through collaboration with the Facilities Planning and Operations department working in conjunction with the college's Facilities Council. (Facilities Council website, agendas, minutes samples) The YCCD and college's schedule of multiple inspections ensures a safe working and learning environment.

III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard:

The completion of the Five Year Construction Plan based on enrollment and cap load ratios and the Space Inventory Report provides the college data on utilization of facilities. ([IIIB10](#))([IIIB20](#)) Prior to the passage of Measure E, Modesto Junior College engaged in a comprehensive facility planning process identifying projects and priorities. ([IIIB21](#)) Program needs are the primary consideration when planning building usage. The College undertook a large renovation project after discussing the unmet needs of students on the West Campus. ([Title V Grant, p. 18](#)) MJC worked closely with the YCCD Facilities Planning Department to

renovate an entire floor of a West Campus building, and now has comprehensive student support services on both campuses. ([West Campus Services](#))

The college uses several processes and reports to ensure that program and service needs determine equipment, replacement of equipment, facilities, and maintenance needs. The YCCD Facilities Planning Department submits a Facilities Assessment Report to the state every three years, assessing and evaluating all YCCD facilities. (IIB30) It also submits a Scheduled Maintenance Report the state each year, identifying the College's needs for scheduled maintenance and requesting state funding for prioritized projects. (IIB9) A Space Inventory Plan is also reported annually to the state on the efficient use of facilities. (IIB20) For immediate and routine maintenance needs, the Facilities Planning and Operations Department has a routine work order system that can be accessed by employees to report needed repairs in their areas. ([screen shots of work order form](#))

The College uses its program review process to identify equipment replacement and maintenance needs. Divisions compile, discuss, and rank resource requests to meet program needs and forward them to the Resource Allocation Council (RAC) for consideration. ([Allocation Graphic](#), [RAC website](#)) The members of RAC allocate prioritized resources to program needs as they are available. ([IELM resource allocation email](#)) The College Technology Committee reviews and recommends solutions for campus technology needs, in conjunction with the YCCD ITS Department. ([IELM technology review – CTC](#); [CTC Plan](#))

The Facilities Planning and Operations office maintains and monitors all College facilities. ([Space Inventory Certification](#)) Experienced Facilities staff use annual inspections for preventive maintenance and the work order process to track requests for services, repairs, deficiencies, and upgrades. ([scheduled maintenance plan/list](#), [work order requests](#).)

The replacements and upgrades of technology are evaluated and performed by Technology and Media Services staff. The technicians work closely with the area deans to maintain shared awareness of aging technology and technology requiring replacement. Replacement of classroom technology is included in program review which informs the resource allocation process. ([RAC website](#), [Allocation graphic](#), [example of IELM allocations](#))

Analysis and Evaluation:

The college evaluates the effectiveness of its facilities and equipment through several avenues. Program reviews provide data on the adequacy of current physical resources and anticipated future requirements. (PR Sample with equipment) The Five Year Construction and Maintenance Reports provide analysis of the efficiency and sufficiency of facility usage and identify future facility needs. Replacement and maintenance of equipment is determined through program review and unit planning to ensure priorities are addressed. The college further evaluates its need for the use of technology resources through the technology and distance education planning process. ([MJC Technology Plan](#); [DE plan](#)) The college's Facilities Council, Technology Committee, and Distance Education Committee establish standards necessary to support the college's programs and services. ([EAV charges](#), [Facilities Council website](#), [Tech Plan](#), [DE Plan](#))

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III.B.3

To ensure 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.

Evidence of Meeting the Standard:

The College assesses the use of its facilities through a variety of avenues. The YCCD Director of Facilities Planning and Operations meets regularly with the College President to discuss the status and needs of campus facilities. (appointments) Division administrative staff review room usage reports to plan for class scheduling. (sample reports) The office of Events and Facilities Scheduling monitors room usage and reports trends and needs to the Vice President of Administrative Services. (evidence?) Each semester, division deans along with support staff plan days and times of class meetings and identify classrooms and labs that optimize student schedules and enrollment capacity. (Class schedule snapshot; Sample Report) The College recently invested in an enrollment analytics program to maximize the use of its facilities and increase institutional capacity to meet students' scheduling needs. (Ad Astra snapshot)

MJC uses an online real time Event Management System (EMS) to manage facilities requests for all activities, including outside entities. (EMS calendar of events) The class schedule from Colleague is downloaded into the EMS program each term as part of the room scheduling process. Authorized staff coordinate non-instructional facility reservations and usage in EMS to ensure non-instructional or external facility requests do not displace or disrupt instruction to students or related support services. (Facilities request form, job description event tech) Modesto Junior College instructional programs have priority access to facilities. External use requires a facility use agreement and proof of liability insurance coverage for protection of the Yosemite Community College District. A link to EMS is available from the college website, allowing college staff broad access to the facility usage information. (link)

The College improves its facilities and equipment through ongoing evaluation of classroom needs. Faculty identify needs through regular program review. (IELM Funding example) Those needs are discussed and prioritized by divisions and forwarded to the Resource Allocation Council (RAC) for consideration of funding. (Division email; Library request; IELM Funding) The College Technology Committee reviews and prioritizes instructional technology needs and forwards recommendations to RAC. (IELM Technology Rankings) The College Facilities Council monitors building and grounds needs and recommends improvements. (Facilities Council minutes) The College also uses evaluation of needs to leverage federal grant funding to address identified areas of improvement. The West Campus library was renovated to include a high tech STEM Center with student collaboration rooms (STEM Grant). Recently, the College renovated the first floor of a west

campus building to become a one-stop center for student support services. ([Title V Grant goals](#); [renovation announcement](#))

The MJC Baccalaureate Degree in Respiratory Care is housed in Glacier Hall, a building constructed with the Measure E general obligation bond, focused on allied health programs. ([Measure E project list](#)) Glacier Hall includes classrooms and labs outfitted with current instructional technology to support teaching and learning. The building has a computer lab and sufficient wireless capacity to effectively meet the needs of faculty and students. Among the building features are soft seating in common areas that provide students places to gather or study, especially effective for a cohort-based instructional program. Glacier Hall includes two high end video conference classrooms that can be used to capture lecture, teach remotely, or connect with other institutions.

Analysis and Evaluation:

Facility usage is an important element of data for physical plant planning and aids the College in understanding its facilities needs and requirements. Facilities usage information garnered by methods outlined above contribute to the annual program review process by which both facilities and equipment use is examined and needs identified. Physical resource needs are prioritized as part of the unit planning process to be considered for resource allocation. The annual Space Inventory Report conducted by the Facilities Planning and Operations provides additional information on how the college is using its facilities, by type of rooms, type of instruction in the room, and room capacity. ([IIIB20](#))

As the baccalaureate program in respiratory care grows, it is anticipated that online and hybrid course offerings will be developed. The design and features of Glacier Hall will facilitate effective teaching and learning via multiple modalities.

III.B.4

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

Evidence of Meeting the Standard:

MJC uses a broad range of organizational tools to link physical resource planning to long-term goals. A general view of the institution's planning process is presented in *Engaging All Voices*, the MJC participatory decision making handbook. ([IIIB25](#)) As new facilities are planned and designed, the College uses a collaborative process to gather input and information from college stakeholders. ([CAT Building planning minutes](#); [Student Services renovation minutes](#)) 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 building. ([meeting notes from planning email to Mike, Don, Jennifer 1.17.17](#); [emails related to the Yosemite renovation](#))

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Since the last comprehensive evaluation visit, MJC has completed a number of long-range capital projects based on its educational planning that support its mission. ([Measure E project list](#)) New long-range capital plans have been developed to guide decision making over the next five years including the Facilities Master Plan, the Five-Year Construction Plan, the college's Strategic Plan, and the Educational Master Plan. (([IIIB5](#)),([IIIB10](#)),([IIIB24](#)), [EMP](#))

The Educational Master Plan and the Facilities Master Plan inform the long-range planning goals from the perspective of capital outlay. ([IIIB7](#), [IIIB5](#)) 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. ([program review with facilities and equipment samples](#)) The goals and needs of the EMP are closely tied to the strategic directions in the MJC Strategic Plan. ([Strategic Plan](#)) Once individual unit program reviews are completed and needs prioritized, they are submitted to the Resource Allocation Council for review and recommendation. ([Budget dev and resource allocation graphic](#))

The Facilities Master Plan outlines the future needs and potential areas of growth for the college. ([IIIB5](#)) The plan offers projected costs on future projects and it also offers a narrative explaining why each new facility project is needed. This document serves to document the College's consideration of needs of services and programs when planning capital projects.

Total Cost of Ownership (TCO) includes an assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. These resources are included in planning for infrastructure improvements in order to ensure facilities are sustainable. ([CTC minutes re: technology review](#); [Facilities Committee minutes](#))

In anticipation of the Measure E funded build out of the campus, the Facilities Planning and Operations department prepared a staffing plan using California Association of School Business Officers standards for facilities staffing per assignable square footage. ([Staffing plan](#)) The plan is used as a guide for planning and evaluating staffing needs; however, budget constraints have been a limiting factor in reaching the staffing levels set forth in the plan.

When considering TCO, the College has been proactive in avoiding or reducing future costs. MJC is committed to sustainable facilities, equipment, and technology and carefully considers life-cycle costs in its capital planning. To minimize future custodial and maintenance cost, Facilities Planning and Operations staff have been involved in the planning, design and selection of material for the college's new facilities. ([Scheduled Maintenance Plan](#)) To maximize future energy savings, the college's new facilities have been designed to Green Building Council's Leadership in Energy and Environmental Design (LEED) certification standards. ([LEED certs for Student Services and SCC](#))

Analysis and Evaluation:

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. MJC's integrated strategic planning process ensures its long-range capital plans support the College's Strategic Directions. With the Educational Master Plan and Facilities Master Plan as guides, the Facilities Council, College Technology Council, and Resource Allocation Council provide oversight to support institutional improvement. ([EAV: CTC, RAC and Facilities role and responsibilities](#))

Although the College planning process considers total cost of ownership, implementation of those plans has not always been feasible. With limited resources, MJC has consistently been challenged with providing for the total cost of ownership when making large capital expenditures. For example, with the addition of extra buildings from Measure E, only limited staffing has been added. The Yosemite Community College District has not been able to provide additional Facilities and Operations staff for maintenance and custodial support creating a significant strain on YCCD's existing staff. With current budget constraints, finding efficiencies in routine maintenance and custodial processes remains a priority.

Standard III.B. – List of Evidence

- [IIIB1](#) – MJC East Campus Map
- [IIIB2](#) – MJC West Campus Map
- [IIIB3](#) – YCCD Measure E Bond, End of Fiscal Year 2015-2016 Expenditure Report
- [IIIB4](#) – YCCD Central Services Master Plan
- [IIIB5](#) – Modesto Junior College Facilities Master Plan
- [IIIB6](#) – Columbia College Facilities Master Plan
- [IIIB7](#) – Modesto Junior College Educational Master Plan Webpage
- [IIIB8](#) – Program Management Plan for Measure E Bond Program
- [IIIB9](#) – Five Year Scheduled Maintenance Report
- [IIIB10](#) – Five Year Construction Plan
- [IIIB11](#) – Fiscal Services Unit Strategic Plan 2013/14 – 2015/16
- [IIIB12](#) - YCCD Board Policy and Administrative Procedures 3-8027 – Use of District Keys
- [IIIB13](#) - YCCD Board Policy and Administrative Procedures 3-8025 – Maintenance of Buildings and Property
- [IIIB14](#) - YCCD Board Policy and Administrative Procedures 3-8073 – Emergency Preparedness/Hazard Mitigation
- [IIIB17](#) – Distance Education Website
- [IIIB18](#) – Work Order Requests Website
- [IIIB19](#) – Modesto Junior College Distance Education Plan 2012-2017
- [IIIB20](#) – YCCD Space Inventory Report for Fiscal Year 2016-17
- [IIIB21](#) - Measure E Bond – Modesto Junior College Program Website
- [IIIB22](#) – YCCD Measure E Project Schedule – Updated September 2015
- [IIIB23](#) – Modesto Junior College Technology Plan Fall 2011
- [IIIB24](#) – Modesto Junior College Strategic Plan 2016-2021
- [IIIB25](#) – Modesto Junior College Engaging All Voices MJC Participatory Decision-Making Handbook
- IIIB26 – Elevator Permits
- IIIB27 – Department of Environmental Resources – East Campus
- IIIB28 - Department of Environmental Resources – West Campus

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IIIB29 – Metasys Contract

IIIB30 – Facilities Assessment Report

[IIIB31](#) – Facilities Planning and Operations Staffing Costs by Year

Standard III.C Technology Resources

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

As the technology needs of the Colleges and District continuously evolve and emerge, a centralized approach has been established to meet the needs of the Yosemite Community College District. In 2014, the Information Technology Services department was restructured to include both media services and technology services that had previously been College departments. ([BOT minutes approval of reorg May 2014](#)) The shift to centralized information technology services facilitated cross training, vertical and horizontal communication regarding technology services, and more efficient management of technology resources.

The Information Technology Services Department (ITS), part of Central Services, strives to keep pace with technology changes and shifting priorities in support of students, faculty, and staff by working collaboratively with the Colleges. The four primary objectives of the ITS department are:

- Assessing the technological needs of the District annually
- Evaluating the results of the annual assessment to identify and prioritize the technological needs for continuous improvement
- Facilitate implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs
- Develop and formalize systematic communication channels for technological needs. ([ITS website](#))

The stated objectives guide the ITS Department in prioritizing the technology needs of users across the Colleges and functional areas of the District. The ITS Department is organized into five units under the direction of an assigned manager who reports to the Vice Chancellor of Information Technology. ([ITS Organizational Chart 2017](#))

- Media Services at MJC
- Technology Services at MJC
- Technology Services at Columbia College
- Enterprise Applications and Support Services
- Enterprise Operations

The ITS Department serves the District and College needs for communications and operational systems through the incorporation of industry standards and emerging technologies. ITS supports instructional computers in labs and classrooms and supports computers assigned to faculty, staff, and administrators in support of instruction and student services functions. ITS provides support for devices on the MJC network including printers, servers, wireless access points, multi-media equipment, and other devices in addition to computers. MJC has more than 185 classrooms equipped with instructional technology to support instruction and enhance student learning. Additionally, the ITS team supports student huddle spaces, conference rooms, libraries, and non-instructional computer labs across the College.

The District Technology Advisory Committee (DTAC) is a district-wide committee that is tasked with technology planning and implementation at the district level. DTAC provides strategic coordination between Central Services, MJC, and Columbia College. ([DTAC; DTAC Charge](#)) In spring 2014, YCCD reorganized Information Technology Services to centralize and coordinate technology operations and services throughout the Yosemite Community College District. ([BOT agenda reorg of ITS](#)) DTAC makes recommendations for District-wide communications and operational systems relying on industry trends and standards. The College benefits from cost efficiencies and economies of scale through DTAC centralized approaches to learning management systems, databases, support systems, student information systems, redundancy, and software licensing. ([DTAC sample minutes](#))

MJC has a long-standing College Technology Committee (CTC) that serves as part of the participatory governance process outlined in Engaging All Voices. ([CTC Charge in EAV](#), p. 37) The CTC coordinates with district technology needs and initiatives. It is comprised of a diverse group of faculty, classified employees, and managers tasked with serving as a resource and making recommendations to the college governance councils regarding the direction and evaluation of technology related decision campuswide. The CTC follows and assesses its strategic objectives and recently completed the second iteration of the College Technology Plan to align with MJC's Education Master Plan priorities. ([2011 Technology Plan](#); [2017-22 Technology Plan](#)) The plan is designed to provide technology planning and support in the following areas:

- Professional development
- Processes related to new or current technology acquisition
- College computing standards
- Technology resources (including the total cost of ownership)
- Assisting students in acquiring necessary technology skills

The Technology Plan outlines how the College identifies institutional needs, develops training, establishes processes for technology acquisition and maintenance, and allocates resources for technology. The plan includes a work plan and timeline that serves as the guiding document for CTC activities each year. ([CTC Work Plan 2017-2022](#)) The plan underscores the College's commitment to using external funding sources for technology, when appropriate. Institutional grants that are developed include funding for innovative

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technology solutions. The CTC advises grant development where technology is included. The CTC reviews college technology needs and recommends potential solutions. ([CTC minutes](#), [RAC minutes](#); [Deans' Memo](#)) It also serves as a centralized place for updates of current technology projects and plans for future projects. ([CTC Plan, Goal 2](#)) The Committee includes a representative from the management of ITS as well as the Coordinator of the Distance Education Committee to ensure technology discussions include input from relevant stakeholders. ([CTC membership](#)) The Technology Committee reviews technology initiatives and campus needs to ensure consistency and compatibility of technology purchases and ease of faculty use across classrooms. ([Tech Committee agendas/minutes](#), [Classroom IT Standards](#)) The Technology Committee works collaboratively with the Resource Allocation Council to review technology requests in program review that are allocated funding for purchase. ([RAC minutes](#)) The review by the Technology Committee ensures compatibility with existing hardware and software, minimizes potential for duplication, provides feedback on potential for increased cost of ownership, and additional purchase that might be required to implement the requested technology equipment. ([TC Agenda January 10, 2017](#))

The ITS Department works closely with a variety of departments and programs at Modesto Junior College to ensure that data is captured, reviewed, and reported accurately. ITS collaborates with departments in developing and adopting data tracking systems that align with the ever-changing reporting requirements for grants, attendance accounting, and support services. Recently, MJC student services leaders and ITS worked together to implement several important technology projects:

- Hobson's Starfish, a student planning tool requiring customized programming to accurately capture data elements established in the Student Success and Support Program. ([Hobson's decision evidence](#), [SSSP plan metrics](#))
- Increasing wireless capacity in the newly renovated Yosemite Hall student services first floor. The addition of workshop space, a testing center, and a Career Services Center required additional infrastructure to support wireless demand. ([emails](#), [invoices](#))
- Exploration and recommendations regarding a queuing system for Financial Aid and Enrollment Services. ITS helped College leaders review multiple software platforms to identify the best fit for queuing needs. ([QLess evidence](#))
- Development and implementation of a student portal and mobile application to enable students and employees easy access to individual information. ([Mobile App](#); [Portal Development email](#))

ITS and the Director of District Research and Planning, ensure that all MIS data elements pass syntactical and referential edit checks for all state and federally mandated data reporting. ([District Research and Planning job description](#)) They verify the integrity and accuracy of the data through a thorough review process that includes the managers of special programs and departments engaged in the process. As necessary, additional review and resubmission occurs until the validity and integrity of all submitted data is confirmed. ([Validity Study](#))

[Disproportionate Impact Analysis - English](#), [Validity Study Tables - English](#), [Validity Study Report - English](#))

Following the economic downturn, the College has prioritized technology replacement in the resource allocation process. Specifically the Resource Allocation Council has identified instructional computer lab upgrades and installation as a preferred allocation of Instructional Equipment and Library Materials funds. ([IELM funded project lists](#)) Additionally, divisions use Lottery resources to replace computers and other instructional technology tools. ([Lottery purchase evidence - as AI](#)) The College has been proactive in identifying external resources to mitigate the impact of the lack of a technology replacement budget as outlined in the CTC Plan. ([Objectives 2.2 and 4.1](#)) College grant development prioritizes technology resources, when appropriate to the grant project. The College has purchased new technologies for STEM programs, enhanced infrastructure in student services areas, and provided funding for pilot projects that increase student achievement through grant-funded technology acquisition. ([STEM grant](#), [Title V grant](#)) The Measure E general obligation bond and MJC Foundation mini-grants also enabled the College to replace aging equipment and make new equipment purchases during the economic recession and slow process of budget restoration. ([Samples of funded technology purchases from these resources including CAT Building](#))

ITS is responsible for reliability, disaster recovery, privacy, and security of all data and technology systems, including those used in the delivery of distance education courses, for the Yosemite Community College District. ([ITS responsibilities](#)) To increase the effectiveness of data security and recovery, two new data centers were established through the general obligation bond, Measure E. ([Data Center 1](#); [Data Center 2](#)) A new primary data center was constructed on MJC's west campus and a secondary data center was established at Columbia College. During 2015, a second fully redundant differentiated path to each college location was implemented. The second path provides redundancy from east campus to west campus, and from west campus to the world. The different paths use different internet providers which further strengthens the redundancy of the system. ITS maintains the security of the information systems according to current industry practices and applicable regulation, including authentication of students. ([Security policies and documentation](#)) ITS ensures integration within and across all systems using a mix of hard data export, auto data transport, and two-way and one-way processes that support the needs of the end user and maintain integrity of the data. ([Systems Integration and Integrity](#))

ITS engages in functional evaluation of hardware systems and software. Functional evaluation informs the decision to remain on the current version, move to new version of the existing product, or recommend the move to a new product. Over the past eighteen months, student and employee email accounts were moved from locally-hosted Microsoft Exchange to Office 365 hosted by Microsoft. ([Document evidence of decision-making to move to Office 365](#)) This move to a cloud solution provides a more robust, stable, and secure environment for email communication.

Technology has been a core consideration in the planning, development, and launch of the Baccalaureate Degree in Respiratory Care. ITS has been involved in the planning and design of several specialized processes to support the program including an online application,

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student record retention, transcript, and financial aid processes specific to the baccalaureate degree. ([Baccalaureate application](#) [financial aid ITS evidence?](#)) In addition to the support provided by ITS, additional planning for and implementation of technology resources has transpired. The Allied Health and Family Consumer Sciences division instructional support specialist and instructional support technician developed an itemized list of instructional technology including specialized equipment, software, and high fidelity respiratory patient simulators which are being purchased for the program from designated baccalaureate funds in combination with Career Technical Education funds. ([Technology needs](#)) The MJC front end web developer and marketing department have worked to develop a comprehensive website and web services in support of the baccalaureate degree program. ([Baccalaureate Degree Website](#)) Interested parties can add themselves to a listserv and receive regular communication from the Respiratory Care program including open house dates, application periods, financial aid workshops, and program specifics. ([listserv link](#)) Facebook ads were designed and deployed as an early marketing tool to generate interest in the four year program. ([Baccalaureate Facebook Outreach](#))

Respiratory Care faculty completed the learning management system training available through the MJC distance education department in preparation for the hybrid design of the program. ([certificates?](#); [DE training link](#); [COMM-400 COR](#)) Courses proposed to meet the bachelor of science upper division course requirements are designed to be delivered in mixed modalities of hybrid and online. ([COR samples](#))

Analysis and Evaluation:

The organization and delivery of technology services are appropriate and adequate to support College needs. Since the last external evaluation team visit in 2011, the Yosemite Community College District has conducted two nationwide searches to fill the role of Chief Information Officer. The District successfully enacted a major database migration from Oracle to SQL during the tenure of an interim vice chancellor of information technology. This long anticipated project was carried out with absolute minimum disruption to District and College services because of the effective and meticulous planning and communication of the project specifications. The success of this major upgrade, under interim leadership, stands as evidence that the organization of information technology services facilitates technology support of the College and District's management and operational functions, academic programs, teaching and learning, and support services.

Students apply to the College, receive responses, schedule appointments, register for classes, and apply for financial aid and scholarships online. An online orientation is available for students as is Title IX training. Implementation of a District-wide portal is in the early phases. The portal will provide an enhanced online experience for students and employees and increase ease of communication with students including defined groups.

Technology support meets the instructional, student services, and administrative needs of the College. Employees can easily report technology issues via the web, email, or phone. ITS places high priority on instructional technology and responds very quickly to resolve classroom technology requests.

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

MJC values the support that technology provides to student learning as well as to campus operations. College staff regularly review effective technology-based practices to identify ways that streamline services or increase faculty/student interaction. The College Technology Committee (CTC) works closely with YCCD Information Technology Services (ITS) to identify and implement solutions that address institutional needs. It maintains a broad focus on administrative, instructional, student support, desktop, mobile computing, and other technologies needed at the Institution. ([CTC Charge](#) in EAV, p. 37) The CTC is made up of college faculty, administrators, classified professionals, and students who work regularly with technology. A District ITS manager serves as a member of the committee to ensure collaboration and communication with district services and priorities. The CTC serves as a review and recommending body to the College, providing a centralized structure for the sharing of technology-related initiatives at the College, reviewing technology-related resource requests, recommending training and procedural practices to increase College technology capacity, and communicating progress on large technology-related initiatives.

Departments fund their own new and replacement equipment, relying primarily on program review and resource allocation processes. ([L & LC orders is one example, library software contract, fully executed contract](#)) Additionally, new campus construction and renovation projects funded by Measure E, included new and replacement equipment made possible through the general obligation bond. Examples include the renovated Center for Advanced Technologies building opened fall 2015, the Library & Learning Center, Glacier Hall including the human patient simulation lab, and the Science Community Center. ([Measure E Projects](#)) All these buildings are outfitted with current instructional technology and student computer labs to support teaching and learning. The lifecycle and replacement planning for the equipment are integrated into the College Budget Development and Resource Allocation model. ([Allocation graphic](#)) College faculty and administrators collaborated with District ITS to pilot virtual desktop imaging (VDI) in many student labs. Computers are equipped with software that returns them to the lab standard when they are shut down, minimizing the need for service. ([DeepFreeze contract](#))

The security of the District network and data was improved significantly with the construction of new facilities. A new primary data center on MJC west campus and a secondary data center at Columbia College provide a second fully redundant differentiated path to each college location. ([YCCD Network Overview](#)) ITS uses monitoring and tools to maintain a secure data environment and has established protocols and guidelines for

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maintaining the security of the information infrastructure and addressing any security breach in accordance with industry standards and regulation. ([ITS Administrative Regulations](#)) Recent changes to enhance security and reliability of District technology services includes the move from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment which is more robust, stable, secure, and reduces the local staffing need. (evidence?) The District is engaged in the launch of a portal that allows single sign-on to MJC and District technology resources. ([MJC Portal Screenshot](#)) The portal is expected to go live fall 2017. Additionally, The Library and Learning Center (LLC) implemented EZproxy for remote authentication by students and staff so they can access college LLC subscription databases off campus. ([EZproxy snapshot](#))

District ITS maintains an inventory of classroom technology, including projectors, flat panel displays, and computers. ([Mediated Room Inventory 2017](#)) ITS also has established classroom technology standards that guide technology planning. ([Instructional Space Technology Standards 2017](#)) College programs, divisions, and departments identify additional technology needs through program review. ([Technology needs in program review](#)) Technology resource requests are included in a comprehensive list of program resource requests which are discussed and prioritized at the division level. Divisions forward prioritized resource requests to the Resource Allocation Council (RAC), which then asks the College Technology Committee (CTC) to review and rank technology requests. CTC returns a ranked list, along with comments about ancillary needs for requested technology, to RAC, which reviews requests for alignment with the College Strategic Directions, support of student learning, and any restrictions associated with the funding source. ([CTC IELM minutes](#); [RAC IELM minutes](#)) RAC sends its recommendations to College Council to review and forward to the President for funding. ([RAC website](#), [Budget and Allocation graphic](#), [Sample allocation announcement](#), [RAC guiding principles](#))

The College Technology Committee (CTC) includes a liaison administrator from ITS as a regular member of the committee to ensure coordination and collaboration between the College and District. ([CTC membership list](#), [agenda](#), [minutes](#))

The Yosemite Community College District has taken a strategic approach to the purchase of broadly-used software licenses. ITS provides District-wide licenses for foundational administrative tools for sound electronic communication, student data, reporting, and document, spreadsheet, and presentation preparation. ([evidence of district-wide software licenses](#)) Software in support of instructional and student support programs is purchased at the department and division levels. MJC and Columbia College collaborate when selecting software to serve both colleges. This helps to ensure ease of use for students across the District and provides cost savings. The library automation system, learning outcomes and program review system, student planning tool, and distance education learning management system are examples of software selected and deployed to serve both Colleges. (snapshots of both colleges: eLumen, Canvas, Starfish, Library)

In alignment with the Online Education Initiative in California Community Colleges, the MJC Distance Education Committee led the District effort to explore Canvas as a proposed alternative to Blackboard, the prior learning management system. Significant investment in

course development and extensive faculty training in the existing learning management system made the consideration of a new learning management system one of critical importance to faculty and administration. Shared interest in choosing a solution that would best serve students and the College in the long run drove the exploration. Faculty piloted courses in Canvas and shared their experience with the DE Committee and Academic Senate. The DE Committees of MJC and Columbia College held a joint meeting in which the recommendation to move to Canvas was approved.

(http://mjc.edu/governance/distancedcommittee/documents/deac_minutes_9-21-15.pdf)

The Academic Senates of MJC and Columbia College also provided a joint resolution supporting Canvas. ([Joint resolution of MJC and Columbia senates supporting Canvas. Passed MJC senate Oct. 15, 2015. See minutes, item V.A.4\)](#))

Analysis and Evaluation:

ITS provides information technology services as a centralized function of the District. This organizational structure meets the needs of the District and Colleges and includes a district level governance council responsible for technology planning for the District although it was not active spring 2017. The College Technology Committee (CTC) meets regularly and includes an administrator from ITS to ensure coordination between the District and College. The CTC finished a draft of its new Technology Plan in spring 2017, which is now adopted and published.

College technology planning is facilitated through program review and resource allocation processes. Technology needs are discussed in the CTC to prioritize technology acquisitions, identify new developments, and strengthen shared access of technology resources. Within the constraints of the general fund budget, the College strives to ensure that technology meets campus teaching and learning needs. The College has made significant upgrades and purchases of new technology through grant funds and bond resources. These investments have reached further across the college campuses through cascading of computers from one use to another, extending their usable life. New fiber and expanded wireless service contribute to the quality and capacity of the network to support the College mission, operations, programs, and services.

III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

Among the unique characteristics of Modesto Junior College are the two campuses located less than two miles apart. ([Map between East and West Campus](#)) Following the model of all district resource allocations, ITS views the College as a whole and provides the same technology, systems, and services at each location. The College Technology Committee

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identifies the “total cost of ownership” as a central tenet of its plan and considers ancillary impacts as well as benefits when discussing technology. ([CTC Plan, p. 3, 7](#)) The College and District work together to coordinate solutions and purchases for the management, maintenance, and operation of its technological infrastructure and equipment. ([emails re: portal, QLess, Hobsons](#))

Technology equipment and infrastructure replacement is guided by the ITS Technology Standards and MJC Technology Plan. ([Instructional Technology Standards](#); [MJC Technology Plan](#)) There are three technology levels identified: enterprise, operational, and instructional. Enterprise technology is replaced when systems are so slow that they no longer function as designed. These major purchases are funded through end-of-year savings and other one-time funding allocated by the District. ([Evidence](#)) Operational technology is managed at the department level and purchased through departmental and grant funds. Salary savings from unfilled positions are sometimes used for technology purchases and replacements. Instructional technology is funded at the department level with division resources, grants, and specialized instructional resources. ([STEM Grant](#))

To ensure reliable system access, the YCCD network is designed with a redundant infrastructure. Two data centers, 55 miles apart, supported by redundant circuits provide a highly sophisticated, secure network infrastructure supporting system reliability, security, and disaster recovery. ([YCCD Network Overview](#)) Network endpoints are configured on separate VLANs. ([YCCD Standard Switch VLAN Layout](#))

All campus locations share a redundant 1 Gigabit (currently upgrading to 10 Gigabit) connection to the internet. District sites are connected using dark fiber, dedicated circuits or VPN services. The College has dual 10 or 1 Gigabit connection between all buildings. Campus classrooms are equipped with a suite of instructional technology tools including a computer, projector and screen or large monitors, document camera, and sound projection. ([Classroom specs](#); [Computer replacement plan summary - March 2017](#)) Wireless internet access is available across the campuses including classrooms. ([YCCD Access Points](#))

Employees and students are separated in wireless and wired network environments. All remote District sites have encrypted or dedicated circuits. The switches, routers, and networking devices core to reliable and secure delivery of service are kept current for optimal performance. ([Replacement plan or maintenance plan](#)) All systems require passwords be changed regularly. ([policy or procedure](#)) YCCD operates under the guidance of administrative regulations governing IT activities, including information privacy, data classification, disaster recovery, and many other regulations. ([Administrative Regulations](#))

ITS uses a network management software program, [name of program](#), which assists in effectively securing and maintaining the District’s infrastructure integrity. The District has a practice of purchasing network equipment with exceptional warranties and extended lifecycles to maximize network resource availability by reducing downtime; this practice has the potential for reducing costs. ([examples of warranties](#)) Network monitoring and usage logs assist managers in determining network upgrade needs. ([network logs](#)) ITS personnel schedule system maintenance outages at times that will have the least disruption of service to

employees and students. ([outage emails w/times](#)) District information technology procedures are regularly reviewed and updated to ensure that practice conforms to regulation and meets the needs of the institution. (**need evidence**) In fall 2016, the timeout period for non-activity in the student information system, Datatel Colleague, was reduced to one hour. This change increased both security and the number of user licenses available at any point in time. ([Colleague Database Migration Email](#))

Analysis and Evaluation:

The Yosemite Community College District made substantial upgrades to technology resources to ensure reliable access, safety, and security over the last six years. The data centers made possible through Measure E provide full secondary redundancy of all systems and data for the District.

Through integrated strategic planning processes, the College evaluates how well existing technology meets the needs of programs and services and makes plans for improvement. Technology equipment purchases and replacements are funded through a process that begins with program review and moves through the College governance system. District ITS provides infrastructure, security, and maintains technology support. These processes are serving to meet the needs of the District and College following the economic downturn and resulting challenge of a lack of general budget resources to fund a comprehensive ongoing technology replacement cycle. The District and College have prioritized technology replacement in the allocation of one-time monies, restricted resources, and end of year savings to maintain currency of information technology.

Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard:

MJC is committed to assessing the needs and providing training to personnel and students related to information technology. The College Technology Plan demonstrates this commitment through three major objectives:

- Objective 1.1 Develop, administer, and evaluate a survey about technology training needs
- Objective 1.3 Coordinate and assess technology trainings to develop a culture of technology competency
- Objective 5.2 Support technology competency for MJC students, including the use of technologies in careers ([CTC Plan, p. 9, 13](#))

The CTC Plan directly supports the priorities of the Education Master Plan that includes the development of a workgroup to research effective models for student technology and information literacy. ([EMP, p. 27](#))

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College departments and service areas receive specialized technology training specific to their responsibilities and tools. Student Financial Services staff have annual training to facilitate accurate processing of financial aid in alignment with the current regulations. ([Financial Aid Fridays](#)) Library staff who use WorldShare Management System software can hone existing skills or learn new ones by viewing online training videos and participating in webinars at any time. (<http://www.oclc.org/support/home.en.html>) Faculty and administrators received training on eLumen in 2016 when the College implemented the software platform for learning outcomes management. ([eLumen Training Announcement](#))

Faculty engage in technology training as FLEX opportunities, through Lynda.com and the online faculty training program. FLEX opportunities allow faculty to choose the technology training that best meets their professional development goals and support effective instruction using the latest technology tools. ([FLEX Options](#)) The online learning department provides comprehensive faculty training in pedagogy and technology of distance education. (<http://www.mjc.edu/instruction/online/>, [Online Faculty Resources](#)) The course design coordinator provides two tiers of online faculty training. The first level certifies faculty as prepared to teach online for Modesto Junior College. The second level certifies faculty as master level online instructors. ([Online Training Courses](#)) A large and growing menu of locally developed tutorial videos are available online to assist faculty in resolving frequently encountered challenges in the online classroom. ([Online Faculty Resources](#)) Assistance is provided 24/7 via phone and email to immediately assist with technology issues in support of student learning. ([Online Support Resources](#))

Employees are provided technology training through an extensive array of workshops and online training modules. Online training developed for the financial module of the enterprise system to meet the needs of new employees and those seeking to upgrade their skills is presented in the Fiscal Classroom. (Fiscal Classroom new employee ([New Employee Training](#)), existing employee ([Continuing Employee Training](#)) Employees can access the full slate of technology training available online through Lynda.com and there are many workshops presented on campus by ITS staff to assist staff in transitioning to software updates. (sample announcements).

Data collected on student use of library computers was used to develop an FAQ document. ([Ask a Librarian](#)) This innovation by a lab aide has transformed student worker training by aligning it directly with documented student computer use. ([Lab Aide Student Training Document](#)) To test whether students understand what lab workers have shown them, workers ask students to demonstrate what they just learned. Tutors assist students with new technologies supporting academic programs. ([tutor job description](#), [tutor website](#)) Librarians provide workshops and courses on information literacy, internet research, research databases, NoodleTools, and Google. ([Library website](#), [Workshops](#))

Students are encouraged to take the Online Readiness Assessment to determine their preparedness for successful completion of an online course. The certificate was developed as a result of faculty requests that students be better prepared to use the Learning Management System (LMS). It was designed for self-paced self-enrollment. The certificate was piloted in

fall 2014 and fully launched in spring 2015. The certificate takes approximately two-hours to complete. Eighty-four percent of students responded that the course provided a good overview of Blackboard and what it's like to be an online student. ([Online Readiness Quiz; Online Readiness results](#)) By the end of spring 2017, 8,534 students earned the Online Student Readiness Certificate. Students taking online courses can access help 24/7. ([Online Support](#)), From the Canvas learning management system login page, students can click the help button to access the phone number for technical assistance provided by Instructure. ([screenshot of canvas login https://modesto.instructure.com/login/canvas](#)) Students can also find assistance in the Canvas Guides for their online and hybrid courses. ([Canvas Guides](#))

New and applying students have access to the Pathway Centers located on East and West Campus. Staff are available to assist with completion of the application, registration, and basic navigation of online college services and tools. ([Pathway Center Website](#)) Students receive additional technology basics instruction in orientation and several guidance studies courses designed to support student success. ([Online Orientation](#), [GUIDE-109 COR](#), [GUIDE-110 COR](#), [GUIDE-111 COR](#))

Analysis and Evaluation:

The Education Master Plan and the College Technology Plan prioritize training and its evaluation. Both plans outline tasks to increase the effectiveness of technology professional development and student training. The online instruction department has a well deserved reputation on campus for providing excellent, timely, and targeted faculty technology training. College personnel have a variety of online resources to access technology training. The College will enhance technology training through an Actionable Improvement Plan by developing a campuswide plan for assessing training needs, coordinating targeted professional development through the Professional Learning Network (PLN) and campus resources, and evaluating the effectiveness of training. The College Technology Committee will develop a plan to address training needs for personnel by spring 2018.



III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard:

The Yosemite Community College District has delineated in policy and procedure the appropriate use of technology in the teaching and learning process. ([BP 3720](#))The administrative procedure outlines the ownership of the technology resources, the acceptable use, and privacy associated with the District resources. The policy and procedure inform College operations and practice are reviewed regularly. ([BP 3720](#)) New employees, and those transitioning to new positions, are granted access only to the systems and tools required to

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fulfill the responsibilities of their role. Managers complete and execute a form requesting access for employees, then submit to ITS for account management. ([Datatel Request Form](#))

The classroom technology concerns including copyright infringement, copying, integrity of sources, allowable use of programs, unauthorized software access, and password protection are addressed in the administrative procedure. The procedure outlines the non-expectation of privacy and states that the District reserves the right to monitor use of technology resources. Employees and students are required to acknowledge the requirements in BP 3720 before initial login to their email account. (evidence?) Student authentication is required to access the learning management system in accordance with regulation and to maintain integrity of the learning environment. ([canvas login page](#))

Analysis and Evaluation:

YCCD has policies and procedures in place to guide the use and access to technology in the learning process. Board Policy 3720 provides protections against abuse of the District technology resources and is reviewed regularly to ensure it meets the needs of the institution in light of ever evolving new technologies and regulations. ([BP 3720](#)) Adequate protections have been implemented to minimized violation of policies and procedures.

Standard III.D Financial Resources Planning

III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard:

Modesto Junior College is part of the Yosemite Community College District (YCCD), a two-college district. Fiscal policies and procedures are codified as Board Policies (BP) and Administrative Procedures (AP) to guide the management of financial affairs in a manner that ensures financial stability and integrity in allocation of resources to Central Services and the Colleges. ([BP 6200](#), [6250](#), [6300](#))([Link to BP website](#)) The College's unrestricted general fund is a proportional share of the YCCD state apportionment revenue and annual expenditure budget based on the District's allocation model. ([Allocation Formula](#), [Allocation Model Analysis](#), [2016/17 Final Budget](#))

For the fiscal year 2015-2016, the College's total unrestricted fund budget was \$54.6 million. ([2016/17 Final Budget](#)) This budget funds the general operating expense of the institution. For fiscal year 2016-2017, the college total unrestricted budget is \$56.2 million. ([2016/17 Final budget](#)) Personnel costs budgeted at \$53.0 million comprise 94% of

the college's unrestricted fund budget. (IIID6) The remaining \$3.2 million (6%) is allocated for supplies, materials, services, capital outlay, and other outgo. (IIID6) It is important to note that some direct College costs are funded at the District level including utilities. The increase in the unrestricted budget from prior year levels is a direct result of a state allocation of one-time funds that were received by YCCD. The college receives restricted funds for state-funded categorical programs, college based revenue such as parking and health fees, and grants. (Fund 12 budget 2016/17, MJC Grants 2013-2016) The unrestricted and restricted budgets combine to provide the College the resources to support and sustain student learning programs and services and improve institutional effectiveness.

In November 2004, voters approved Measure E, a general obligation bond to improve and construct educational facilities at Modesto Junior College and Columbia College. Modesto Junior College's share of Measure E is approximately \$220.1 million. (IIID7) With this revenue, the college has been able to fund twenty eight projects from its *Facilities Master Plan*, including a new Science Community Center, Agriculture Center for Education Pavilion, Center for Advanced Technologies, Student Services Building, and roadway improvements.(IIID8)

In addition to unrestricted and restricted general fund budgets, the college also relies on restricted funds including grants to support its mission. All grants are developed to directly support the mission and priorities of the college. Grant planning includes faculty and staff who will ultimately implement projects. (Grant approval form) Examples of funded grants that support the College mission include:

- A five-year, \$2.6 million Developing Hispanic-Serving Institutions (Title V) grant from the U.S. Department of Education to remove academic, procedural, and physical barriers for students. The grant is providing resources to analyze and streamline processes, renovate space to improve direct services, and develop new curriculum and instructional delivery methods to support student achievement.
- \$4.3 million Hispanic-Serving Institution STEM and Articulation grant from the U.S. Department of Education to improve resources and support for students pursuing a STEM pathway. Outcomes from this grant increased access and service to students through a remodel of the West Campus Library to include a STEM Center, seven student collaboration rooms with state-of-the-art technology, and expanded tutor training.
- A \$900,000 Irrigation Technology grant from the National Science Foundation to develop an academic program that prepares students to design and manage the complex operations of agriculture irrigation, particularly important in the Central Valley of California.
- A \$100,000 grant from the National Endowment for the Humanities to explore the culture of the Central Valley and design new curriculum that reflects the lives of students who sit in MJC classrooms.

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- Three long-running TRiO grants that serve underrepresented, first-generation students. This pipeline provides a model program for assisting students to complete college. TRiO students have the highest graduation and transfer rate on campus.

At the February 2017 meeting, the Board of Trustees reviewed a report from the YCCD Grant Development office listing a total exceeding \$3.3 million in grants received by the College in recent months

[[http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AHWLL6570789/\\$file/GrantActivity_2017-02-08_BOTmtg.pdf](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AHWLL6570789/$file/GrantActivity_2017-02-08_BOTmtg.pdf)]

The District follows established policy and procedure, regulations, and accepted accounting practices in managing resources. ([District Audit report](#). [District budget](#) [Resource Allocation Council](#). [Evidence of RAC completing an allocation cycle](#)) The District annual audit reports reflect the integrity of the institution's financial management and stability. ([District Audit report](#))

The College has provided targeted resources to build the baccalaureate program, including a dedicated program director (xx FTE), a part-time Administrative Specialist (.50 FTE), and direct oversight by the Dean of Allied Health. (evidence of personnel) Program personnel established a campus-wide task force to provide feedback and assistance in the multi-faceted needs of a new program, including new student services, eligibility criteria and application processes, and financial aid requirements. ([Baccalaureate Student Services](#); [Eligibility criteria](#); [Application Process](#)) Program faculty developed a comprehensive list of equipment and teaching materials for the program, which will be funded by the Chancellor's Office start-up allocation. (evidence - AI) The need for a full-time faculty member for the program was prioritized through the regular College hiring prioritization process. (2016-17 IC minutes) Ongoing personnel costs for the program will be funded by program enrollment.

Analysis and Evaluation:

Modesto Junior College manages its financial resources in an effective manner that is mission focused. The College has consistently demonstrated the ability to maintain a fiscally balanced budget. The College had a balanced budget heading into the 2016-2017 fiscal year and will continue to support the educational needs of the students and community.

The College has developed a proactive and effective Grants and Resource Development Office which has produced sustainable and mission-focused alternative revenue sources to support college goals. ([Grant list](#)) External revenue is used to address identified needs in support of the College's Strategic Plan and Educational Master Plan in support of student success and completion.



The baccalaureate program resource needs are embedded in College processes. Start-up program costs are appropriately funded by the Chancellor's Office one-time allocation for Colleges in the baccalaureate pilot program.

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

MJC maintains the college mission at the forefront of annual fiscal planning through review of the mission statement and inclusion of the mission statement on participatory governance council agendas. ([RAC agendas](#), [CC agendas](#), [mission statement revision at CC spring 2016](#)) The updated MJC Strategic plan introduces strategic directions that serve as college goals, which in concert with the Education Master Plan, inform financial planning and decision-making for the College. ([Strategic plan](#), [EMP](#)) Resources are allocated to programs and services through an integrated unit planning process of program review, the primary vehicle for identification of program and area needs. ([PR Samples](#), [timeline](#), [\\$, guiding principles](#))

Instructional departments, service areas, and administrative units complete program reviews to evaluate effectiveness leading to improvement. These reviews delineate alignment with the College's mission and strategic directions, highlight areas of strength, describe the findings of student learning assessment, and list resources needed to make improvements via staff, equipment, or services. ([Sample PR from instruction, student services and admin unit](#)) Personnel decisions, funding allocations, facilities improvement, and technology purchases are initiated through program review.

Items listed in program reviews are prioritized at the department and division levels. ([IELM Request list with ranking](#)) Compiled reports from program reviews are provided to assist the Resource Allocation Council in the process of annual budget development and resource allocation. ([IELM requests](#)) The program review purchase request list also provides the College with valuable data to predict its future funding needs. If an existing funding source is not available to achieve a college priority, alternative sources of future funding are pursued, as was the case with the Title V Removing Barriers grant described in the previous section.

The college general fund budget is built around an annual FTES target [[Ev-Mary's FTES target sheet](#)]. The college uses data and reports available through its Colleague system and the California Community Colleges Chancellor's Office to carefully manage student enrollment and monitor budget expenditures in order to achieve its enrollment goal while staying within its financial means. The ending balance of the previous three years is sufficient to maintain a reserve needed for emergencies and exceeds the 10% reserve established in Board Policy. ([District budget](#) and [audit report](#), BP 10% reserve)

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The YCCD Executive Vice Chancellor provides budget information to the Board of Trustees at regular Board meetings and study sessions. Provided information consists of the tentative budget, final budget, and budget augmentations. (IIID13) (IIID14) (IIID15) Information on FTES revenue projections and on the college's planned to actual FTES achievement is included in the report. (IIID5) The MJC President provides updates on student enrollment and FTES projections to College Council, the campus, and District community linking budgetary decisions to institutional planning. (MJC Reflections with enrollment, College Council website with Enrollment reports, [College Council minutes](#))

The YCCD Board of Trustees approves Modesto Junior College's annual budget and the YCCD's external audit reports in an open public session. (Board minutes February or January) Representatives from each of the college's constituent groups are in attendance at the board meeting. Board minutes are available on the YCCD website and the Executive Vice Chancellor posts audit and budget information on the YCCD Fiscal Services website. (IIID16) (IIID17)

Budget information is regularly included on the College Council agenda. Council. (CC agendas/minutes with budget) Members of the council report information back to their stakeholders, gather input from their constituents, and return to College Council for further discussion. The minutes from the College Council meetings are posted on the college website and available to the campus and community at large (CC minutes).

Detailed financial information is available to all departments through the college's Colleague financial information system and a multitude of reports. Managers and staff have access to financial information and reports at the department, division, and college levels. The YCCD Accounting Office provides, on the YCCD intranet, a budget summary tool providing users with a concise view of the budget. (IIID19)

The Office of Fiscal Services ensures a sufficient reserve balance for emergencies, and insurance coverage to protect the District. (need evidence) The YCCD is a member of a joint powers agency called the Valley Insurance Program JPA (VIPJPA). ([VIPJPA website](#)) Community college districts in the Central Valley of California created the VIPJPA in 1986 to provide a pooled approach to insurance. The net assets of the VIPJPA as of June 30, 2015 were \$16,542,239. (IIID30) The VIPJPA currently consists of three members and maintains pooled coverage programs for workers' compensation, general/employment practice liability, property, and auto physical damage insurance. Since October 1, 2010, the VIPJPA has been administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services. ([VIPJPA website](#))

Analysis and Evaluation:

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with its mission and goals. ([EAV 2017 Resource Allocation](#); [EAV](#))

[Allocation Model](#)) The Resource Allocation Council has developed guiding principles that effectively support budget development and resource allocation decision-making in times of expansion and contraction. ([RAC Guiding Principles](#)) The College's resource allocation process is designed to support the achievement of its plans and goals through funding of needs identified through the program review process. ([IELM funded list](#))

The District and College have a variety of financial controls in place to ensure fiscal stability including Board Policies and Administrative Regulations guide the budget development process. ([BP 6200](#), [BP 6250](#)) These guidelines are enforced through the District's enterprise software, Colleague. The workflow for requisitions and expenditures requires approval at the budget manager level, the College VP level, and ultimately by the District Controller before any expenditure can be made. The effectiveness of these financial controls is evidenced in The Annual Budget and Financial Report. ([Annual Budget and Financial Report CCFS-311](#))

The District's conservative approach to fiscal management and strong reserves serves to negate cash-flow difficulties stemming from process of receiving revenues. ([audit report and financial reports](#)) The District has sufficient insurance to cover its needs. Those areas covered by self-funded insurance are supported by sufficient reserves to handle financial emergencies.

III.D.3

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.

Evidence of Meeting the Standard:

The District and College follow clearly defined policies and procedures for financial planning in budget development. ([BP 6200](#), [6250](#), [EAV Allocation Graphic](#)) ([EAV, 2017 Allocation Procedures](#)) The allocation of resources to each the two colleges and Central Services, is established in the documented Resource Allocation Model. ([Allocation Formula](#), [Allocation Model Analysis](#).) The Resource Allocation Model was developed by a participatory body, the Budget Allocation Taskforce. ([Budget Allocation Taskforce](#), [Resource Allocation Model](#)) Resource allocation to the colleges follows the budget timeline that is publicly available on the Fiscal Services website and distributed annually to the College. ([Budget Timeline](#)) The budget timeline is shared with the Resource Allocation Council, the college participatory governance council responsible for recommending the tentative budget to College Council. ([RAC website with membership](#), [RAC Minutes](#)) Budget development at the College is completed within the timeline and submitted to Central Services.

MJC receives notice of the college's initial budget allocation following review at District Council. At the College level, Modesto Junior College manages its allocation of financial resources in a manner to effectively fulfill the college mission and work toward achieving the strategic directions outlined in the MJC Strategic Plan. ([IIID1](#) , [IIID2](#)) In order to ensure the

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college's resources are aligned with the college mission, college budget development is completed through the governance structure. ([EAV, 2017, Allocation Procedures](#); [EAV, Allocation Graphic](#), [RAC minutes](#)) Utilizing the initial allocation, the college completes budget development in three distinct components; permanent personnel, Part-time/Overload budget (PTOL), and operational budgets. The Vice President of College and Administrative Services (VPCAS) creates the tentative college budget and presents each distinct component to Resource Allocation Council (RAC) for review and approval. The budget is then forwarded to College Council for consideration. College Council reviews the tentative college budget and takes action to recommend the tentative budget to the President. ([EAV 2017 Allocation Procedures](#); [EAV, College Council minutes with budget approval](#))

The Executive Vice Chancellor uses the tentative college budget approved through the governance structure to complete the District's tentative budget. In accordance with education code, the YCCD Board of Trustees adopts the tentative budgets. ([BOT agenda/minutes with tentative budget approval](#)) Upon adoption of the statewide budget, college allocations are adjusted accordingly and approved through the college governance structure in the same manor and assimilated into the District's final budget and again reviewed for adoption by the governing board. ([Final budget agenda/minutes BOT](#))

Resource allocations support the Strategic Directions by fulfilling resource needs identified in program review. In addition to program review, departments have opportunity to submit Resource Allocation Requests for consideration. ([Division Request](#)) This ensures that institutional needs, such as replacement of equipment in shared classrooms, are included in the budget development and resource allocation processes. Resource requests from program review and the Resource Allocation Request form must document the connection to the College's mission and Strategic Directions. ([program review form](#), [Resource Allocation Request Form](#)) When making allocations, the Resource Allocation Council utilizes the Guiding Principles to establish priorities in alignment with the mission and strategic directions to evaluate requests and ultimately for allocation. ([Guiding Principles](#), [MJC Strategic Directions](#), [IELM funded list](#))

District Council is the districtwide participatory governance body that reviews the annual implementation of the Resource Allocation Model. ([District Council](#), [DC agenda/minutes with tentative budget](#)) The Resource Allocation Model distributes unrestricted general fund resources and serves to ensure allocation of resources through alignment with SB 361, the state's funding formula. ([Allocation Formula](#), [Allocation Model Analysis](#).)

Analysis and Evaluation:

The College's financial planning and resource allocation are integrated in the planning process, as document in Engaging All Voices. The College's processes for budget development and fiscal planning are clearly defined, including roles and responsibilities. *Engaging All Voices* delineates constituency representation for each of the College governance councils and the responsibility of each council in the integrated planning process. The College's Resource Allocation Council is informed of statewide budgeting processes and documented District budget development processes and timelines. Within District processes

and timelines, the College governance councils involved in budget development utilize the Strategic Directions and Educational Master Plan to drive decision-making.

At the department level, detailed financial information is available through the District's enterprise resource planning system. The District utilizes a defined and document chart of accounts ([chart of accounts](#)) that allows departments and the college to track expenditures as allocated to support the college mission.

III.D.4

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

Evidence of Meeting the Standard:

The college budget is developed through an iterative process launched with a salary and benefit review to ensure accuracy of accounts and staff information. Of the 2016-17 college general fund budget, 94% was committed to salaries and benefits with the remaining 6% budgeted for supplies, travel, maintenance, and other services. ([Annual Budget report slide 15, 2016-17 Resource Allocation Analysis](#))

Resource Allocation Council (RAC) is the Council that establishes recommendations for the allocation of resources. ([RAC website](#); [EAV Resource Allocation Process](#)) The direction of the RAC is based on eight guiding principles which include making resource allocation recommendations based on alignment with the college mission and goals and scholarship of teaching and learning, strategically allocating resources to strengthen learning and support services that improve student success, and using relevant, well-defined, agreed-upon data in a consistent manner for decision-making. (IIID55) RAC receives the lists of needs identified through program review and prioritized by division. Upon receipt of the prioritized lists, the Resource Allocation Council reviews the compiled requests and determines resource allocation recommendations which are forwarded to the College Council. (IIID54)

The Yosemite Community College District Executive Vice Chancellor provides regular reports to the YCCD Board of Trustees and college leadership about the status of state funding as well as annual budget assumptions and limitations ([IIID5](#) [IIID23](#), [IIID24](#), [IIID25](#), [IIID26](#)). This information is widely shared at the college level and readily available to college planners. ([College Council agenda/minutes with budget info, RAC agendas with state budget updates](#)) Additionally, there is access to financial information through the college's financial management system, Colleague, for budget managers and administrative staff. |

Budgets and expenditures information is available to all staff of the college from the Yosemite Community College District's Fiscal Services intranet website and all management has access to run budget reports from Colleague. ([IIID17](#)) The MJC Vice President of College and Administrative Services provides regular reports to President's Executive Team,

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Deans' Cabinet, Leadership Team, and Resource Allocation Council of expenditures and budget reports during the year. (Agendas/minutes of above)

Analysis and Evaluation:

Financial information is available to college faculty and staff, allowing plans to realistically reflect the college's resource availability. Institutional leadership regularly communicates projected and actual revenue and expenditure information to facilitate informed budgetary decision-making. (Minutes/agendas from College Council, RAC, Deans' Cab, leadership team)

The processes for resource allocation are clearly outlined Modesto Junior College Budget Development & Resource Allocation Process. (IIID11) This document is highly visible and is incorporated into the college culture. All resource requests are linked to planning in support of the college mission. (IIID10)

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

The annual District budget development process begins with prior year's budget as a frame of reference. This provides opportunity for the College to review budget allocation as compared to expenditures and make adjustments in the budget development process to accurately reflect anticipated institutional spending. Since 2013/14, MJC focused budget development efforts to fully fund the cost of part-time and overload instruction. (Budgets from 13/14, 14/15, 15/16, RAC minutes) The 2016/17 College budget included an allocation of \$2.2M toward part-time and overload instruction and associated benefits representing the estimated cost associated with delivering instruction to meet the FTES target. (2016/17 budget) The 2016/17 budget provides an accurate reflection of institutional spending building credibility with College stakeholders. The College relies upon a resource allocation process, grounded in program review and learning outcomes assessment evaluation, to fund department priorities including instructional equipment. (\$, RAC website, IELM allocation)

The responsible and appropriate use of the college's fiscal resources is assured. Since 2003, Modesto Junior College and the Yosemite Community College District (YCCD) have used the Colleague financial information system to record financial data and also process financial transactions. Built within the system are multiple control mechanisms to assure the responsible and appropriate use of the college's fiscal resources. For example, purchase requisitions are generated electronically in the Colleague system. (screenshot of requisition) Processing a requisition through the system requires a valid account number, available budget, and a multi-tiered approval. Budget transfers require review and approval by the

manager of the department and the Vice President of College and Administrative Services. This can only be executed in the system by college administrative and YCCD fiscal services staff who by the nature of their position have been assigned a high-level security clearance. The system provides readily available real time financial data. All college staff can view financial information through on-screen viewing, system reports, or the use of a variety of reporting tools developed by the YCCD Accounting Office. ([IIID17](#))

RAC reviews the College budget at multiple stages to evaluate the effectiveness of the institution's fiscal planning. This review informs plans for current and future budget needs. ([RAC budget review minutes](#))

Analysis and Evaluation:

The College's budget managers and appropriate staff have ready access to Colleague's dependable and timely information to guide their financial decisions. The College budget accurately reflects institutional spending and has credibility with constituents. Funds are allocated in a manner that supports achieving the goals for student learning. System security clearances are controlled and assigned based on each individual's job requirement. The number of staff with a high level of system access is carefully limited. The controls automated within the Colleague system and a strong system of internal controls applied to all financial transactions work together to ensure the financial integrity of the college and the YCCD. The College Resource Allocation Council reviews the budget multiple times during the academic year.

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

The Yosemite Community College District (YCCD) Resource Allocation Model was revised in 2014-15 to align with SB361, California's funding allocation model adopted in 2007 for community colleges. ([IIID18](#), [IIID4](#)) Implementation of the alignment with SB361 began in 2015-16 and will take place over a three year period in order to provide time for the Colleges to adjust to the equalizing of their budget allocations. SB361 alignment will be ongoing with annual adjustments based on funded FTES, YCCD Central Services operating costs, state apportionment, and other changes in the general unrestricted fund revenue. ([III.D.4](#)) The resource allocation model assures that the colleges receive what they earn after the cost of services provided by the YCCD Central Services office. Resource allocation model information is provided on the YCCD Fiscal Services website. ([District Resource Allocation Model](#)). The model was designed to ensure that the College budgets reflect the

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apportionment earned through the state attendance model in a manner that will achieve the institution's stated goals for student learning.

The YCCD's financial statements are audited each year in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Annually, the YCCD is audited for compliance requirements described in Section 400 of the California State Chancellor's Office California Community College Contracted District Audit Manual (CDAM) that are applicable to community colleges in the State of California and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). (IIID21) The YCCD received an unmodified opinion for the year ended June 30, 2016 and 2015, respectively. (IIID29, IIID30) Responses to audit deficiencies were prepared by the appropriate YCCD administrator and were included in the external auditor's report. The YCCD had one audit deficiency noted in both the fiscal year ended June 30, 2016 and 2015, respectively (IIID29, IIID30). These deficiencies have since been repaired. (evidence from IT)

The College budget is an accurate reflection of institutional spending. RAC is regularly informed of budget changes. RAC members regularly report summaries of RAC discussions to College constituencies, providing ongoing information and an opportunity for feedback. (RAC report-outs in Academic Senate, CC)

Analysis and Evaluation:

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. The YCCD's budget and actual activity meet the standard of allocating at least 50% of resources to direct instructional services. (IIID20) The unmodified audit reports are reflective of the YCCD's financial documents, including budget, having a high degree of credibility and accuracy. College stakeholders are informed about the College budget status through regular reports from RAC members.

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

The Yosemite Community College District takes pride in receiving consistent clean audit reports. In the three most recent annual audit reports, fiscal years 2013-2014 to 2015-2016, there was one non-compliance deficiency noted for Modesto Junior College in relation to a state funded program. (IIID28, IIID29, IIID30) Once the issue was identified by the external auditors, the department quickly corrected the issue so the same deficiency was not noted in

the external audit report the subsequent year. The Executive Vice Chancellor provides regular reports on the budget, fiscal conditions, and financial planning to the Board of Trustees. ([BOT minutes – budget reports](#))

Analysis and Evaluation:

The College and YCCD are subject to an annual external audit. The audit reports are consistently unmodified and serve as evidence of the strong system of internal controls as well as appropriate use of financial resources. Responses to external audit findings are timely and comprehensive. The YCCD audit reports, including responses to deficiencies, are made widely available and are posted on the YCCD Fiscal Services website. ([IIID31](#), [IIID32](#), [IIID33](#))

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. ([Management Process After Audit - District](#), [Management Process After Audit - GVM](#), [Management Process After Audit - Foundation](#)) The audit reports examine Yosemite Community College District and College financial management processes and provide, when necessary, recommendations to strengthen and improve the institution's financial processes, internal controls, and accountability. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions. ([IIID32](#), [IIID7](#))

In addition to the annual external audit, the YCCD's internal auditor reviews the college financial management practices and provides feedback and recommendations for improvement. ([internal auditor job description](#)) As an example, the internal auditor may review and make recommendations on cash handling procedures or operations at the College bookstore. ([YCCD Audit of Cash on Hand](#))

Financial management of restricted funds is routinely reviewed by outside funding agencies to ensure compliance with applicable federal, state, and local regulations in the use of funds, allowable expenditures, and achievement of program goals. All federal and state grants awarded to the college are subject to an annual external evaluation as well as being included in the annual external audit of the YCCD. ([IIID30](#)) Financial management and internal control processes are a significant portion of the evaluation and audit and any recommendations would be cited in the evaluation along with deficiencies.

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No deficiencies were noted for MJC in the most recent in the audit report. (IID30) No recommendations have been cited regarding the financial management of the grants at Modesto Junior College. (IID30)

Analysis and Evaluation:

The college financial management system and practices are subject to ongoing assessment through the annual external audit and by the YCCD's internal auditor. ([internal auditor job description](#), IID30) The college responds promptly to recommendations and feedback it receives during both audit processes.

III.D.9

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

Evidence of Meeting the Standard:

Year-end College and District budget balances are tracked and analyzed. To guard against unforeseen emergencies, the California Community College State Chancellor's Office requires the community college districts to maintain a 5% reserve. (IID34) However, the Yosemite Community College District Board of Trustees provides a board directive to maintain District reserves at 10%. (IID35) The reserve is calculated against total unrestricted general fund expenditures. For fiscal year 2016-2017, the designed reserve for the YCCD was budgeted at \$9.6 million. (IID15) The YCCD ending unrestricted general fund balance for the past three years has been:

| | | |
|------------|----------------|---------|
| FY 2015/16 | \$17.4 million | (IID36) |
| FY 2014/15 | \$20.8 million | (IID37) |
| FY 2013/14 | \$20.6 million | (IID38) |

Over the past three years, the College and District have worked diligently to reduce expenditures and align budgets with enrollment projections. (IID4) The majority of the College and District revenue is received through apportionment from the state. Federal funds are received through the revenue draw down process. District funds are held with the County of Stanislaus. As of June 30, 2016, the cash and cash equivalents balance for the YCCD was \$115,106,715, including general obligation bond cash. (IID30)

YCCD operates a Risk Management office to administer the District's property, liability, and student insurance programs, ensure a safe environment for the community, and protect and preserve the District's assets from adverse effects of physical and financial loss. The Risk Management Office works with the College, advising leaders regarding risks of activities and

maintaining compliance with District policies. (<https://www.yosemite.edu/riskmanagement/>) YCCD is a member of a joint powers agency called the Valley Insurance Program JPA (VIPJPA), created by the Central Valley community college districts in 1986 to provide a pooled approach to insurance. ([VIPJPA website](#)) The VIPJPA is administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services. ([VIPJPA website](#))

Analysis and Evaluation:

The College and District take a very conservative approach to fiscal management. (IID35) The District controller conducts a quarterly cash flow analysis in all funds to ensure the smooth operation of the College and YCCD. Due to the District's strong cash flows, it has not issued a Tax and Revenue Anticipation Note (TRAN) in over a decade. The last Certificate of Participation (COP) held by the YCCD was paid down in 2005 and the District is well positioned to issue short-term debt for cash flow purposes, should it become necessary. With its strong cash position, it is unlikely YCCD will be required to seek debt financing.

The VIPJPA was granted Accreditation with Excellence by the California Association of Joint Powers Authorities effective December 12, 2009 for a period of three years. (IID39) The VIPJPA is well capitalized with over \$16 million in net assets. (IID30) The liability program is funded at the 70% confidence level and the employment practices liability program is funded at the 80% confidence level. The workers' compensation program is funded at the 80% confidence level. The VIPJPA purchases excess coverage from carriers that cover catastrophic events. The VIPJPA has an independent external financial audit each year and received an unmodified audit opinion, June 30, 2015. ((IID31)

III.D.10

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.

Evidence of Meeting the Standard:

The college undergoes annual fiscal audits. All college funds, including those specific to financial aid, grants, externally funded programs, contracts, and auxiliary operations are subject to the annual external audit process. (IID31) Measure E general obligation bond funds are independently audited annually and subject to the oversight of the Citizens Bond Oversight Committee. (IID32, IID7) The Modesto Junior College Foundation and Great Valley Museum Foundation also undergo separate annual external audits. (IID33) The college is subject to financial management review from external funders and must submit detailed financial reports on its use of and management of external funds.

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The College complies with Federal Title IV regulations. ([Regulation Compliance](#))

The Office of College and Administrative Services Division monitors college fund balances from previous and current years to determine if adjustments are required. (IID40) College staff has access to financial reporting tools displaying budget to actual results. The year-end closing process includes an examination of budget to actual and also resolution of any deficit balances. As reported by Yosemite Community College District (YCCD), the state Chancellor's Office's website provides a five-year trend of the YCCD's budgeted expenditures to actual, FTES generation, fund balances, and compliance with the 50% Law. (IID41)

Analysis and Evaluation:

The YCCD Board of Trustees and staff review audit reports and respond to any audit deficiencies in a timely manner, ensuring the deficiency is remedied and does not occur in the subsequent year. The *Independent Auditor's Report* for June 30, 2016, reported no deficiencies for Modesto Junior College. (IID31) Likewise, there were no deficiencies reported in the external audits for Measure E, the Modesto Junior College Foundation, and the Great Valley Museum Foundation.

The College's financial reports to external funders, such as federal and state government funding agencies have been accepted with no incidences of non-compliance or questionable costs. Financial aid policies comply with federal Title IV regulations. Across the board, the college applies sound financial management to all its funds and assets. The audit process is used as an evaluation of fiscal procedures and practices and is the basis for process refinements.

III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

Modesto Junior College's long-term planning is rooted in its mission and focused on increasing student success. (Mission, SEP, SSSP Plan, Strategic Plan 2016-2021, EMP) These plans are informed by the annual review of Institution Set Standards and IEPI Goals, the *Student Success Scorecard*, and other sources such as CTE Perkins Core Indicators, and additional course and program level college data. (IEPI Goal document, Scorecard, Perkins Core Indicators, Research website) Fulfillment of its mission and goals is contingent upon

short- and long-term financial solvency. College leaders work creatively to leverage funding opportunities to maximize results, yet work cautiously to ensure long-term viability of college programs and initiatives. Strategic plans for Distance Education, Student Equity, Student Success and Support, and the Removing Barriers grant support the College's Education Master Plan and include activities and budgets to meet short- and long-term goals. (DE goals, Technology goals, Student Equity budget, SSSP budget, Title V budget)

MJC benefits from District participation in the development of plans for meeting major long-term priorities such as retiree health benefit liability, faculty banking, capital improvement, compensated absences, and pension rate increases. Implementation and oversight responsibility for these programs primarily rests with the District. ([Faculty Banking 2016 Spring Summary](#), [Fiscal Services website](#), [EVC Job Description](#), [Controller job description](#), [internal auditor job description](#))

In addition to Other Post-Employment Benefits (OPEB, Standard III.D.12), a load banked leave program is provided to the YCCD permanent faculty members. The maximum credit that may be earned is six hours for any semester term and nine hours total per year. No more than an amount equivalent to a faculty member's semester load may be accumulated. Each semester, an accounting entry is made to transfer the faculty member's equivalent current cost of banked hours from the responsible college department to a restricted faculty banking account. A cash transfer is made to the restricted account and interest is credited on a quarterly basis. Upon approval of a faculty member to use their banked leave, the faculty replacement cost is charged to the restricted faculty banking account. (banked leave sent by IO to Vicki)

In November 2004, the YCCD successfully passed Measure E and obtained authorization from voters to issue up to \$326,174,000 in general obligation bonds to fund school construction projects. As required by Proposition 39, a 15-member Citizens' Bond Oversight Committee was established to oversee the use of Measure E funds. The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes charged to the YCCD's property owners, based on assessed valuations. YCCD staff work closely with Kitchell CEM, the contracted program and construction management team, to monitor construction budget and control expenditures. In the current economic environment, bids are routinely coming under budget, providing savings to be reallocated to other Measure E approved projects. (IIID7)

Through the contract negotiation and meet and confer process, the YCCD has been able to implement a process to limit the amount of accrued vacation for classified and management employees. (IIID47, IIID48) For classified employees, vacation leave in excess of the number of hours earned in the current fiscal year are not allowed to be carried over into the subsequent year unless the YCCD does not permit the employee to take their vacation during the fiscal year. If the YCCD does not allow the vacation to be taken, then the employee can rollover the excess into the subsequent fiscal year or receive a cash payout for the excess hours. For management team members, a team member cannot accrue vacation in excess of 336 hours. In recent years, the YCCD was able to significantly reduce the number of

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employees with excess vacation thus reducing the YCCD compensated absences liability from \$3,548,188 to \$2,337,705. (Ev-IIIID57IIIID30)

In April of 2016, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer a trust fund through the Post-Employment Section 115 Trust program for the YCCD's Pension Rate Stabilization Program. (IIIID49) The YCCD's ongoing pension rate increase is likely to cost an estimated \$6 million. (IIIID30) In June 2016, approximately \$6.3 million was transferred to the new trust fund with the intention of offsetting the annual increase through 2021. (IIIID58)

The YCCD holds a 10% reserve to guard against unforeseen fiscal threats in the general fund as directed by the YCCD Board of Trustees. (IIIID35) The amount is above the minimum level of 5% required by the California Community Colleges State Chancellor's Office.

Analysis and Evaluation:

The College mission and strategic plans drive planning initiatives at the institution, including fiscal planning and external grant funding.

As part of the sound financial management practices by the YCCD, long-term liabilities and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and YCCD. Annual independent financial and performance audits are performed on Measures E expenditures which is in compliance with Proposition 39. Included in the financial audit is an analysis and disclosure of the long-term liability activity. Outstanding balances are audited and a report is submitted to the YCCD Board of Trustees and the Citizens' Bond Oversight Committee. There have been no deficiencies noted in the independent auditor's report on Measure E funds. (IIIID32)

The YCCD is taking steps necessary to stabilize the rising costs associated with the pension rate increases. The YCCD has identified one time funding sources that will fund the annual increased costs which have been transferred to a trust fund and are currently working to identifying ongoing funding sources to support the pension increases once the trust funds have been exhausted.

The YCCD also ensure the fiscal stability of the college by setting aside a 10% general fund reserve annually as the YCCD's budget is prepared. (IIIID35)

III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:

Modesto Junior College participates in the development of plans for meeting major long-term priorities; however, implementation and oversight responsibility primarily rests with the Yosemite Community College District.

The District's retiree health benefit liability was assessed through a series of actuarial studies during the 1990s. The YCCD has been very proactive in implementing a plan to meet its post employee benefit liability. In 1998, ten years before the implementation of the Government Accounting Standards Board (GASB) Statement No. 45 regarding the calculation and reporting of liabilities associated with other post employment benefits (OPEB), the YCCD made its first contribution toward funding the existing retiree health benefit liability. (GASB 45 link) At the same time, the YCCD began making normal cost contributions to the fund, on behalf of the active employees to fund the future cost of their health benefits.

For the YCCD, OPEB are the health benefits promised to employees upon retirement. In March of 2008, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer an irrevocable trust fund through the California School Boards Association GASB 45 Solutions program for the YCCD's OPEB liability. (BOT minutes 3.12.08)

Since 1998, the YCCD had accumulated \$14,943,947 in an account for the purpose of funding the retiree health benefit liability. On June 1, 2009, the YCCD transferred these funds into the PARS irrevocable trust fund. The YCCD continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability. (IIID30) As of June 30, 2016, there remained approximately \$3.8 million to fund. (IIID30)

Analysis and Evaluation:

As part of the sound financial management practices by the YCCD, long-term liability and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and YCCD.

The *Independent Auditor's Report* for the fiscal year ending June 30, 2016 found the YCCD to be in compliance with GASB 45. (IIID30) The YCCD continues to have actuarial studies conducted every two years to update the retiree health benefit liability and report on the progress the YCCD is making to comply with GASB 45. Progress has also been made by the YCCD to recognize, address, and fund the liability that exists for retiree health benefits. It is anticipated the liability will be fully funded in 2028.

III.D.13

STANDARD III: RESOURCES

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:

Modesto Junior College and the Yosemite Community College District have no locally incurred debt instruments.

Analysis and Evaluation:

Since Modesto Junior College and the Yosemite Community College District have no locally incurred debt instruments, this portion of Standard III.D. does not apply to Modesto Junior College.

III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

All funds at Modesto Junior College undergo an annual external audit. This includes, but is not limited to, financial aid, grant funds, auxiliary funds, fund-raising donations, and Measure E general obligation bond funds. (evidence of external audits) As part of the annual audit process, Measure E general obligation bond funds undergo a financial and performance audit. (IIID32) The Modesto Junior College Foundation and Great Valley Museum Foundation are also audited annually as part of the external audit process. (IIID33)

Measure E resources fund facilities projects found in the college Facilities Master Plan and Campus Master Plan, both of which are integral planning components of the college Strategic Plan. (IIID12, (IIID46, IIID10) The appropriate use of Measure E bond funds are subject to the annual independent audit process and there have been no deficiencies reported. (IIID32)

The Modesto Junior College Foundation operates as a separate 501(c)(3) to raise and manage funds for the benefit of the college and its students. It receives private donations and raises funds through a select number of fundraising events. The Modesto Junior College Foundation is subject to an annual independent audit and there have been no audit deficiencies noted in the past three years. (IIID33)

The Great Valley Museum Foundation operates as a separate 501(c)(3) to raise and manage funds for the procurement and extension of financial support toward the maintenance and modification of the Great Valley Museum of Natural History's facilities which includes a nature gift shop. It receives private donations and raises funds through a select number of fundraising events. The Great Valley Museum Foundation is subject to an annual independent audit and there have been no audit deficiencies noted in the past three years. (IIID33)

The college auxiliary and student funds are used to enrich student life and support student learning, as articulated by the college mission, vision, core values, and goals. Incorporated into the YCCD accounting system, these funds are subject to the same high standard of financial management as applied to all college funds. There have been no audit deficiencies noted for the past three years associated with auxiliary or student funds. (IID28, IID29, IID30)

Along with the annual external audit, many special funds such as federal financial aid and grant funds are subject to local or governmental agency reporting requirements and additional compliance testing during the audit process. There have been no compliance exceptions issued or deficiencies reported regarding the financial management of these funds. (IID28, IID29, IID30)

Analysis and Evaluation:

As the excellent external audit reports reveal, all funds at Modesto Junior College are effectively managed with integrity in a manner that is compliant with federal, state, county, and local rules, regulations, and laws. The use of these funds are subject to the same internal controls and oversight as well as other funds and accounted for within the YCCD's Colleague financial information system.

The use of special funds is tied to the college strategic planning process and used by the associated college departments to support unit plan projects and activities. The college grant development process does not allow the pursuit of external funding for projects that are not consistent with the college *Education Master Plan* and unit planning process. (IID9, add Grant approval form) The use of foundation funds is subject to review by the college leadership to ensure the use of these funds remains consistent with the mission and goals of the college.

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

Student loan default rates, federal student financial aid revenue, and student financial aid disbursement processes are consistently monitored to ensure compliance with federal regulations. The Modesto Junior College Student Financial Aid department and the Yosemite Community College District (YCCD) Accounting Department ensure the appropriate segregation of duties during the student financial aid disbursement cycle so the college maintains compliance with Title IV requirements. Student eligibility is determined by the college Student Financial Aid department while fund management is handled by the YCCD Accounting and Accounts Payable departments. The YCCD Accounts Payable

STANDARD III: RESOURCES

department disburses student financial aid funds through the third party administrator, BankMobile, formerly known as Higher One, and funds are received by the Accounting Department. (IID22) MJC's Student Financial Services reconciles student financial aid activity is reconciled and the YCCD Accounting Department.

Student financial aid activity is audited every year by the external auditors. The three previous *Independent Auditor Reports* did not identify compliance deficiencies related to the disbursement of student financial aid. (IID28, IID29, IID30)

The only form of loans disbursed by Modesto Junior College are student nursing loans. The College's federal loan default rate is currently zero. (evidence request from Peggy [SS1]) The college's U.S. Department of Health and Human Services Health Resources and Services Administration default rate was 3.32% for fiscal year 2015-16. (evidence request from Vicki SS2) The YCCD Accounting department works diligently with students to establish payment plans that are realistic so students can pay off their student loan debt and the college can maintain a low loan default rate.

Analysis and Evaluation:

The college works in conjunction with the YCCD Accounting department to ensure it remains in compliance with federal and state regulations related to the administration of student financial aid. If non-compliance deficiencies are identified by the external auditors or funding agencies, the college and YCCD would work diligently to correct the issue in a timely manner.

III.D.16

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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

All proposed contracts undergo review and approval. Contractual agreements with third party entities are typically initiated at the department or division level, in order to achieve unit plan or college wide planning goals. Proposed contracts are reviewed and require approval by the appropriate dean, vice president, and president. Properly approved contracts are forwarded from the college to the Yosemite Community College District (YCCD) Executive Vice Chancellor's Office to be processed and executed.

According to YCCD Board Policy 6340, the Board delegates authority to the Chancellor the authority to enter into contracts on behalf of the YCCD. (IID50) Board Resolution No. 15-16.06 designates the Chancellor, Executive Vice Chancellor, and Vice Chancellor as the official signers of contracts for the YCCD. (IID51) YCCD procedure requires all business and educational contracts to be processed through the YCCD Executive Vice Chancellor's

Office for signature. In an effort to ensure the college presidents are involved in the process of contracting for services, materials, leases, and equipment, a cover sheet with the appropriate approvals is forwarded with the contract to the YCCD Executive Vice Chancellor's Office. (IID52)

YCCD Board Policy 6330 requires the board to review and approve all contracts greater than \$10,000 every 60 days. (IID53) Contracts are reviewed at the YCCD level for risk exposure by the YCCD Risk Management Office. On an as needed basis, legal counsel reviews contracts.

Analysis and Evaluation:

The college and YCCD have a systematic process in place to maintain the integrity of the institution including Board policies that govern contractual agreements. (BP6340, BP 6330) Appropriate control is maintained by limiting the authority to approve and execute contracts to top-level college and YCCD personnel. Board policy requires all contracts to be consistent with college and YCCD mission and goals.

III.D. – List of Evidence

- [IID1](#) Mission Statement
- [IID2](#) Modesto Junior College Strategic Directions
- [IID3](#) YCCD Budget Allocation Model Summary Sheet
- [IID4](#) YCCD Resource Allocation Model Analysis
- [IID5](#) YCCD 2016-2017 Final Budget
- [IID6](#) YCCD Final Budget Review 2016-2017
- [IID7](#) Measure E Bond Program Information
- [IID8](#) Modesto Junior College Bond Projects
- [IID9](#) Modesto Junior College Educational Master Plan Webpage
- [IID10](#) Modesto Junior College Strategic Plan 2016-2021
- [IID11](#) Columbia College Technology Plan
- [IID12](#) Modesto Junior College Facilities Master Plan
- [IID13](#)
- [IID14](#)
- [IID15](#) 2016-2017 Amended General Fund Budget, YCCD Board of Trustees Agenda, 12-14-16
- [IID16](#)
- [IID17](#) YCCD Fiscal Services Accounting Webpage
- [IID18](#) Resource Allocation 2016-2017 (SB361)
- [IID19](#) YCCD Fiscal Services Webpage
- [IID20](#) CCFS 311 2015-16
- [IID21](#) Contracted District Audit Manual
- [IID22](#) Services Agreement between Yosemite Community College District and Higher One, Inc.
- [IID23](#) Quarterly Report on the District's Financial Condition, YCCD Board of Trustees Agenda, 2-10-16

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- [IIID24](#) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 5-11-16
- [IIID25](#) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 9-14-16
- [IIID26](#) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 11-9-16
- [IIID27](#) YCCD Grants Office 2015-16 Year End Grant Summary, YCCD Board of Trustees Agenda, 8-10-16
- [IIID28](#) YCCD Audited Financial Statements, June 30, 2014
- [IIID29](#) YCCD Audited Financial Statements, June 30, 2015
- [IIID30](#) YCCD Audited Financial Statements, June 30, 2016
- [IIID31](#) YCCD Audit Reports Webpage
- [IIID32](#) Measure E (General Obligation Bonds) Audit Reports
- [IIID33](#) Foundation Audit Reports
- [IIID34](#) California Community Colleges Sound Fiscal Management Self-Assessment Checklist
- [IIID35](#) YCCD Board of Trustees 2016-2017 Special Priorities
- [IIID36](#) 2016-2017 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-14-16
- [IIID37](#) 2015-2016 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-09-15
- [IIID38](#) 2014-2015 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-10-14
- [IIID39](#) California Association of Joint Powers Authorities Webpage
- [IIID40](#) College and Administrative Services Webpage
- [IIID41](#) California Community Colleges Chancellor’s Office YCCD Fiscal Trend Analysis
- [IIID42](#)
- [IIID43](#)
- [IIID44](#)
- [IIID45](#)
- [IIID46](#) Modesto Junior College East and West Campus Master Plans
- [IIID47](#) California School Employees Association Chapter 420 YCCD
- [IIID48](#) Leadership Team Handbook YCCD 2015
- [IIID49](#) Resolution Authorizing Participation in PARS Pension Rate Stabilization Program, YCCD Board of Trustees Agenda, 4-13-16
- [IIID50](#) Board Policy 6340 – Bids and Contracts
- [IIID51](#) Consent Agenda, Fiscal Services, Resolution Authorizing Signatures, YCCD Board of Trustees Agenda, 06-8-16
- [IIID52](#) Contract Cover Sheet
- [IIID53](#) Board Policy 6330 – Purchasing
- [IIID54](#) Resource Allocation Council’s IELM allocation recommendation, College Council Minutes, 02-9-15
- [IIID55](#) Modesto Junior College Resource Allocation Council Webpage

STANDARD IV: LEADERSHIP AND GOVERNANCE



STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A Decision-Making Roles and Processes

IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard:

The mission statement of Modesto Junior College (MJC) articulates the institutional commitment to education through scholarship, innovation, and career preparation.

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community. ([Minutes - College Council 4/11/16](#), [Minutes - BOT 5/11/16](#))

The commitment to institutional excellence is supported by participatory governance structure established in *Engaging All Voices*, the college decision-making handbook. ([Engaging All Voices 2017](#)) The governance structure established in response to prior Commission recommendations, ensures representation of all constituencies in college governance and allows for broad participation in strategic planning for the institution. The governance council structure and decision-making process were designed to affirm the special role of faculty in decision-making on academic and professional matters in accordance with Title 5 §53200 and Board Policy 7-8049. ([EAV pgs. 17-18](#))

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Meetings are open for all members of the campus community to attend and everyone can bring forward items for consideration. Representatives selected to serve on college councils and committees are responsible for disseminating information to the stakeholders they represent and to collect input and ideas. This ensures that communication flows both directions - into and out of constituencies, councils, and committees. ([Minutes - College Council 2/8/16](#), [Minutes - Academic Senate 4/7/16](#))

In addition to the formal councils and committees on campus, there are less formal venues designed to encourage participation and feedback. These venues include [Coffee and Conversation](#), where employees are invited to join the president for an hour of discussion and college discussions on high impact matters such as structure of divisions. ([Design for Success](#)) The President holds regular consultation meetings with representatives of employee groups and meets with student leaders. ([Calendar snapshots](#)?) A small workgroup visited division meetings with the express purpose of sharing environmental and institutional data, discussing stakeholder impressions of institutional strengths and challenges, and soliciting recommendations for the development of the Education Master Plan. ([EMP Development Charrette Feedback](#)) Ideas collected from division input were the basis for the priorities and objectives in the final Education Master Plan. ([Education Master Plan](#))

Many ideas are developed through department discussions or following professional development experiences. Faculty from the Literature and Language Arts Division developed plans for accelerated English courses after presentations and discussions at the Great Teacher Retreat. ([Great Teacher Retreat 2015](#)) Ideas generated from those discussions resulted in several pilot sections of accelerated English, combining two five-unit developmental English courses into a single six-unit course. Fifteen courses of accelerated English are offered in fall 2017. ([course schedule – Engl 45 snapshot](#)) Student Services deans and directors met over several months to discuss ways to improve operations in the Student Services Division. Managers identified programmatic needs and developed detailed plans to redesign how students are served. ([2014 Space Needs](#); [SS Manager's Agenda/Minutes – 6.14.16](#)) Ideas were discussed with classified professionals to include their input as on-the-ground experts, resulting in a single point of service on both campuses. ([Student Services – Title V Presentation](#); [One Line Email](#))

The College supports innovative idea development from across the campus that often leads to formal grant applications. The Grants & Resource Development Office offered in-depth grant development training over several years that helped individuals or small teams develop a project from the needs statement to objectives, narratives, work plans, and budgets. ([2013 Grant Training Projects](#); [Cohort Training Announcement](#)) The eight-week trainings led to the development of full grant proposals. Ideas championed by campus stakeholders have resulted in multiple funded grants that have increased student learning and achievement. Among the grants born of ideas from faculty, administrators, and staff are a National Endowment for the Humanities grant to develop curriculum that reflected the cultural background of students at the College, a Department of Education HSI STEM grant that enhanced STEM teaching and learning through innovative technology and consistent support services, a National Science Foundation grant that developed the first two year degree in the state for agriculture irrigation

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technology, and a Department of Education grant that established a Veterans Center for veteran students. ([NEH abstract](#), [HSI STEM abstract](#), [NSF abstract](#), [Veterans abstract](#))

Analysis and Evaluation:

Modesto Junior College has established formal and informal means for employees to initiate improvements and provide feedback regarding existing practices.

The college strategic plans, faculty hiring prioritization process, and decision-making handbook are regularly reviewed through the broad input and feedback processes on campus. ([Hiring Prioritization Process](#), [Engaging All Voices 2017](#), [Strategic Plan 2016-2021](#), [EMP](#)) Since the last comprehensive visit, Modesto Junior College has relied consistently on input from all campus constituencies in the decision-making process. ([Minutes - College Council 2/8/16](#), [Minutes - Instruction Council 4/19/16](#), [Minutes - Instruction Council 1/17/17](#), [Minutes - Resource Allocation Council 3/4/16](#)) This has led to improved understanding of college initiatives, goals, and achievement gaps. The input process led to revision of participatory governance structures in 2012, 2013 and 2017, strengthening college planning processes. The improved processes enabled the development of the College Student Equity Plan, Student Success and Support Program plan, and the Education Master Plan, in alignment with the MJC Strategic Plan. ([Engaging All Voices](#), [Engaging All Voices 2017](#), [Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#), [EMP](#), [Strategic Plan 2016-2021](#))

Individuals in the campus community bring forward ideas for institutional improvement through email, constituent representatives in participatory governance councils, in division meetings, through the student association, through Academic Senate meetings, CSEA meetings, advisory committee meetings, committee and workgroup meetings, and through informal dialogue on college matters. Governance councils regularly engage in an evaluation process as a formal means of soliciting suggestions for improvement. ([RAC Survey sample](#))

MJC encourages innovation and improvement as evidenced by the multiple projects occurring on campus. To continue fostering a cycle of improvement, the College recognizes the need to institutionalize the evaluation of its practices. An evaluation process will be designed through an Actionable Improvement Plan to strengthen the planning and implementation of ideas, including improving the communication of evaluation results to campus stakeholders. The Office of Institutional Effectiveness will develop a plan to evaluate processes, structures, and new projects for review and approval by College Council by fall 2018.



IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students

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have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

MJC planning and decision-making processes uphold the requirements established in Title 5 of the California Code of Regulations, Education Code, and federal higher education requirements. The Yosemite Community College District has board policies that specify the role of college constituents in planning and decision-making. ([BP 3250](#), [BP 5400](#), [BP 7-8049](#)) The College has further clarified the manner in which campus constituencies exercise their voices in the decision-making handbook, *Engaging All Voices* (EAV) to ensure all constituencies contribute to institutional decisions. ([Engaging All Voices 2017](#)) Faculty, staff, and students have additional documents that guide the participation of their representatives in the college planning and budget development processes. ([ASMJC Bylaws](#), [CSEA Contract](#), [YFA Contract](#), [Academic Senate Constitution & Bylaws](#)) All constituent groups are represented on major College councils. ([Minutes - RAC 2/20/15](#), [Minutes - Accreditation Council 2/9/17](#)) In the decision-making handbook, the responsibilities, charge, and membership of each council and college committee are established and the special role of Academic Senate in curricular and other educational matters is articulated. ([EAV pgs. 23-24](#), [EAV pgs. 26-41](#)) The handbook also provides the process for moving a recommendation from a committee or council to College Council, which is charged with making recommendation to the President. ([Minutes - Resource Allocation Council 1/13/17](#), [IELM Funding Requests 2017 2016-2017 IC Hiring prioritization](#), [Minutes - College Council 11/23/15](#))

The College evaluates the procedures of its participatory governance processes through Council self-evaluations and the Assessment, Reflection, and Evaluation Day for all council members. ([CC, FC, TC evaluations](#), [Minutes - RAC 4/15/16](#), [Assessment Day agenda 5/4/17](#), [Assessment Day Summary 5/4/17](#)) The EAV workgroup reviewed the handbook and recommended revisions of the structures and processes to College Council in spring 2017. ([Minutes - College Council 3/17/17](#))

Analysis and Evaluation:

The college has a tradition of participatory governance that is evidenced by the broad representation of all constituent groups across the well-defined councils. ([Engaging All Voices 2017](#)) The decision-making handbook clearly articulates the role of council representatives in the decision-making process and council minutes evidence the attendance and engagement in the planning and decision-making process. The special role of Academic Senate is clearly addressed in the *Engaging All Voices* handbook. Students, the Academic Senate, the Yosemite Faculty Association, and CSEA Chapter 420 have opportunity to place a report on the College Council agenda to ensure communication across constituencies occurs regularly. In November 2015, the College Council agenda was amended, based on feedback gathered in the spring 2015 council survey, to remove standing reports from constituency groups to facilitate greater focus on matters of importance to the college as a

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whole. ([Agenda - College Council 11/9/15](#), [Agenda College Council 11/23/15](#), [College Council Agenda 2/8/16](#))

Student participation in decision-making is highly valued at MJC. The Associated Students of Modesto Junior College (ASMJC) is consistently represented in college governance council meetings, in committee meetings, and at the YCCD Board of Trustees meetings. The commitment of student time and energy to college planning is honored in a variety of ways including flexible meeting schedules and rearranging agendas to meet student constraints. Student attendance is recorded in meeting minutes, just as the attendance of other representatives is recorded. ([Minutes - College Council 2/8/16](#))

MJC effectively uses student focus groups and non-experimental surveys to gather input from students. This has proven particularly effective in the grant planning process including the design of the Title V grant, *Removing Barriers*. ([Title V Grant Narrative](#)) A candy bar survey gleaned data that informed the grant development process in which multiple barriers to student success were identified. ([Survey - Candy Bar](#)) Student focus groups have been instrumental in the college planning to address equity gaps across the campus. ([Equity Focus Group](#))

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard:

The college decision-making handbook, *Engaging All Voices*, delineates the designated representative positions for faculty, staff, students, and administrators on governance councils for Modesto Junior College. ([Engaging All Voices 2017](#)) The number of representatives was established to create opportunity for broad engagement in planning and budget development in alignment with Title 5 and collective bargaining agreements. ([5 CCR §53203](#), [5 CCR §51203.7](#), [5 CCR §51023.5](#), [YFA contract](#)) Faculty representatives are appointed by the Academic Senate and by the Yosemite Faculty Association. Administrative representatives are selected by the vice presidents based on areas of expertise, interest, and responsibility. Staff representatives are appointed by CSEA and the Classified Staff Advisory Committee (CSAC). Students are appointed by ASMJC and may be based upon position held in student leadership.

Faculty, staff, students, and administrators have representatives on District Council and district committees which affords a substantive voice on policies and institutional governance. ([District Council Statement of Principles](#)) All representatives are responsible for serving as a conduit of communication with their constituency. Academic Senate representatives have a special responsibility regarding curriculum and other educational matters. ([EAV pgs. 23-24](#)) The representative structure ensures that stakeholders have a

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defined role in institutional policies, planning and budget that relate to their areas of responsibility and expertise.

The Policy and Procedure Committee includes representatives from all constituent groups across the district. ([YCCD Policy and Procedures Review](#)) During their regular meetings, this committee engages in substantive discussion of board policies and administrative procedures that impact the operation and practices of the colleges. ([Policy Review Status](#)) The District Technology Advisory Committee (DTAC) is a district-wide committee charged with selection, deployment strategies, and prioritization of instructional and administrative technology; development of policy as it relates to IT; and resolution of IT issues impacting the delivery of services to students and staff. ([DTAC charge](#)) Similar to DTAC, the EEO Committee and District Safety Committee are comprised of members based on their areas of expertise who bring the larger perspective of their constituencies into the district discussions. ([Safety Committee](#), [EEO Plan](#)) info Recommendations of these groups are brought to District Council and then to the Board of Trustees for action as necessary. ([Minutes - BOT - EEO Plan 6/10/15](#))

Analysis and Evaluation:

Yosemite Community College District and Modesto Junior College have established a framework of policies, procedures, and participatory governance structures that ensure administrators and faculty exercise a substantial voice and defined role in decision-making. ([Engaging All Voices 2017](#), [District Council Statement of Principles](#)) Academic Senate holds a special role in curriculum and other academic matters. Additionally, Modesto Junior College's decision making handbook and the CSEA contract delineate the role of classified staff in the college and district decision making process ([Engaging All Voices 2017](#), [CSEA Contract](#) , [District Council Website](#)) The structure and processes support decision-making with broad input and opportunity for individuals to participate in planning, policy, and budget development related to their areas of responsibility. ([Minutes - District Council 1/27/16](#)) The participatory governance structure facilitates and fosters robust discussion on matters with potential to impact the institution. ([Minutes - College Council 11/24/14](#))

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard:

The Academic Senate at Modesto Junior College is the faculty body granted specific responsibilities and roles in regulation and policy for making recommendations to the Board of Trustees. ([Title 5 §53200](#), [BP 7-8049](#)) The Academic Senate is comprised of faculty members elected by their peers to represent them in academic and professional matters. ([Academic Senate Bylaws](#)) The Senate meets bi-weekly during the fall and spring semesters

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and makes recommendations on a wide range of academic issues. ([Academic Senate Website](#)) The Academic Senate president meets regularly with the college president and brings recommendations forward to the president and to College Council.

The Academic Senate has established the Curriculum Committee as the body responsible for curriculum policy, process, and maintenance of currency of the curriculum of the institution. ([Curriculum Manual](#), [Faculty Resources - Curriculum](#), [Curriculum Matrix](#), [Program Review Assessment Cycle](#)) The Modesto Junior College Curriculum Committee reviews curriculum and academic policies to ensure compliance with Title 5 and California Education Code prior to recommendation to the YCCD Board of Trustees for final approval. The committee also ensures that curriculum is sound, comprehensive, and responsive to the evolving needs of our students as well the academic, business, and local communities. ([Curriculum Committee Website](#)) The Curriculum Committee includes as a non-voting member the Vice President of Instruction and is co-chaired by Faculty Curriculum Co-Chair and the Academic Senate Vice President. ([Curriculum Committee Bylaws](#))

Faculty and academic administrators work collaboratively to ensure that instructional programs and support services engage in the regular cycle of program review. Under the joint responsibility of Instruction Council and Student Services Council, program review stands as the primary tool for determining the health and effectiveness of student learning programs and services. ([SLO & Assessment Handbook 2017](#); [Program Review Process 2017](#); [Engaging All Voices 2017](#)) The Academic Senate assumes lead responsibility for determining the program review process, schedule, and data elements considered. Additionally, the Academic Senate and academic administrators have jointly developed a program viability review which may be initiated by the Academic Senate President or designee, a dean, the Faculty Co-Chair of the Curriculum Committee, or the Vice President of Instruction. ([Academic Senate - Program Viability Process](#))

All institutional strategic and programmatic plans are created through collaborative and open process with strong representation of faculty and academic administrators. Plans, including Student Equity Plan, Student Success and Support Plan, and Educational Master Plan, are approved by constituencies and the College Council before being forwarded to the Board of Trustees for approval. ([Student Equity Plan](#), [Minutes - BOT 12/9/16](#), [Minutes - Academic Senate 11/19/15](#)) Faculty and academic administrators serve on all participatory governance councils and committees where they participate actively or serve in an advisory capacity such as the VPI on Curriculum Committee. ([Engaging All Voices 2017](#), [Curriculum Committee Representatives](#)) The deans meet weekly with the vice presidents of instruction and student services; the college president and vice president of college administrative services serve as resources to this group on a regular basis.

The EAV handbook describes the specific role of Academic Senate in the participatory governance process. ([EAV pgs. 17-18](#)) Senate members regularly review the handbook and make recommendations to the EAV workgroup regarding revisions. ([Minutes - Academic Senate 4/6/17](#)) The EAV workgroup reviewed and revised the handbook, recommending revisions of the structures and processes to College Council in spring 2017. ([Minutes – College Council 4/24/17](#))

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The development of the baccalaureate program is embedded in the participatory governance process. The College established a broad Baccalaureate Task Force to discuss priorities, services, and learning support. Input from the Respiratory Care Advisory Committee helped shape program goals. ([Task Force minutes](#); [Advisory Committee minutes](#)) Discipline experts from multiple general education departments worked with program faculty to develop upper division curriculum. All curriculum was submitted through the regular Curriculum Committee approval process, led by cross-disciplinary faculty at the College. ([Curriculum Committee BDP approval minutes](#)) A request to hire program faculty was reviewed along with other campus faculty needs through the Hiring Prioritization Process in the Instruction Council. ([Minutes - Instruction Council 11/17/15](#)) The Vice President of Instruction met regularly with the Academic dean and program faculty during the development of the program to provide direction, support and connection to campus resources. ([BDP meetings - calendar](#))

Analysis and Evaluation:

The Curriculum Committee established by the Academic Senate effectively ensures that the faculty fulfill the role in curricular and other educational matters as established in Title 5. ([Curriculum Manual, Title 5 §53203](#)) Institutional faculty process and practice for curriculum review is aligned with Board Policy and requirements established by the CCCC. ([PCAH, BP 4020, Title 5 §51022\(a\)](#)) Recent revisions to the participatory governance handbook illustrate the importance the College places on reviewing and clearly articulating the role of faculty. The baccalaureate program shares program information and makes resource requests through the College decision-making process.

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

Through policy and practice, the Yosemite Community College District Board of Trustees reflects the tenets of collaborative decision-making. ([Minutes - District Council 1/27/16](#); [Agenda - District Council 1/27/16](#)) (YCCD Strategic Planning invites) Board policy delineates the role of the Chancellor, Presidents, faculty, and students in alignment with their expertise, responsibility, and role within the district. ([BP 2510](#)) The practical act of decision-making has been designed to uphold the philosophical aspects of collaboration culminating with the Board of Trustees. ([EAV Graphic pg. 7, District Council website, MJC Budget Development Graphic](#))

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Modesto Junior College established the participatory governance structure to engage faculty, staff, students, and administrators in decision-making that considers the relevant perspectives, expertise, and responsibility of the constituency representatives. ([Engaging All Voices 2017](#)) The structure and regular meeting schedule are designed to facilitate timely action on institutional plans, policies, instructional programs, and other considerations. The participatory governance councils and committees make agendas, minutes, key documents, and meeting schedules publicly available on the website in support of clear and timely communication. ([College Council Website](#), [Curriculum Committee Website](#), [RAC website](#), [Facilities Council Website](#), [Student Services Council](#), [Instruction Council](#).)

Faculty, staff, and students are knowledgeable of their roles in decision-making and actively participate in the collaborative effort to increase institutional effectiveness. ([Engaging All Voices 2017](#), [College Council membership](#)) The MJC website contains current information including agendas, minutes, meeting schedules, and related documents for each of the college committees and governance councils. ([Accreditation Council Documents](#), [College Council Documents](#), [Facilities Council Documents](#), [Instruction Council Documents](#), [Resource Allocation Council Documents](#), [Student Services Council Website](#)) The president communicates regularly with the campus community via the electronic newsletter, *MJC Reflection*, email for campus announcements, and regular opportunities for campus discussion at Coffee & Conversation. ([MJC Reflection 9/11/15](#), [C&C invites](#)) Institute Day, a college convening, is held at the start of each term and provides another venue for clear communication about institutional efforts to achieve goals and improve student outcomes. ([Institute Day Website](#))

Faculty, staff, and students know essential information about institutional efforts to achieve goals and improve learning through regular report-outs from constituent members of participatory governance groups ([CC discussions reported at AS, ASMJC, CSEA, LTAC](#)) Councils and committees are made up of diverse representation from the College to encourage a variety of perspectives. ([EAV pgs. 26-41](#)) Council meetings routinely include a “check-out” point near the end of the meeting to ask all members for additional feedback and identify two or three meeting highlights the group thinks is important to communicate to constituents.

Analysis and Evaluation:

Across the College and District, decision-making is an open, participatory process that varies in accordance with the level and type of decision being made. From committees, to councils, departments, divisions, and the institution, decisions stem from conferring and collaborating with those affected by the decision. The minutes and agendas of College Council, District Council, Academic Senate, and Student Success and Equity Committee verify the effectiveness of the Board policies in ensuring that appropriate consideration of relevant perspectives and expertise is considered in decision-making. ([College Council Documents](#), [District Council Documents](#), [Academic Senate Documents](#), [Student Success and Equity Documents](#))

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The timing of new institutional plans has proven challenging as the college strives to meet the deadlines for the annual Student Equity Plan, Student Success and Support Program Plan, and Basic Skills Initiative Plan. This has been made more difficult by the additional cycle of participatory discussion, planning, and approval required for Institutional Effectiveness Partnership Initiative Goals and Institution Set Standards. A complete review of the governance meeting schedule summer 2016, in conjunction with an evaluation of effectiveness of college participatory governance, launched development of a revised participatory governance structure and meeting schedule that facilitates improved alignment of approval processes. ([Schedule of Standing Meetings](#), 2016 survey results) The revision process is expected to be complete fall 2017 resulting in a participatory governance structure designed to facilitate achieving the Strategic Directions and Priorities established in the MJC Strategic Plan and Education Master Plan. ([EMP](#), [Strategic Plan 2016-2021](#))

Communication at the college occurs consistently through multiple modalities. ([MJC Reflection 9/11/15](#), [C&C invites](#), [College Council Website](#), [Division emails from J. Hamilton](#), [Department meeting minutes](#), [Campus emails](#), [Assessment emails](#), [Research and Planning Data Dashboard Website](#)) MJC values transparency and data informed decision-making, so careful attention is paid to maintaining information currency on the website. A variety of college, district, and program newsletters are distributed to the campus via email. (Assessment newsletter, Facilities newsletter, TRiO newsletter) This includes a SSSP communication that provides regular updates on institutional efforts to improve access, student success, and completion. ([SSSP Newsletter](#))

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

The MJC decision-making process is clearly delineated in the *Engaging All Voices* handbook. It illustrates the participatory governance structure, outlines the decision-making roles at MJC, decision-making guiding principles, and provides an overview of how recommendations are forwarded to and through College Council, to the president, and to the YCCD Board of Trustees. ([EAV Graphic pg. 7](#), [EAV Membership/Guiding Principles pgs. 14-15](#), [EAV Decision Making & Roles pgs. 17-22](#), [EAV pgs. 26-41](#)) As part of the ongoing cycle of institutional improvement, *Engaging All Voices* is under review and revision as outlined in the Education Master Plan. ([EMP pg. 25](#))

Decisions are documented and communicated widely via the College and District websites, *YCCD Board Connection*, minutes, email, reports at constituent meetings, and *MJC Reflections*. On the rare occasion that the president did not enact a recommendation from College Council, written communication including the rationale for the decision has been provided to the Academic Senate and campus community in accordance with Title 5 §53200,

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Board Policy 7-8049, and Engaging All Voices. ([Email to MJC September 2012 re: Engaging All Voices, Academic Senate Minutes 2014-2015](#))

The College recognized the complexity of communicating priorities and activities of the multiple initiatives undertaken in the last several years. To increase broad understanding and coordination of these initiatives, the EMP workgroup was tasked with linking all MJC initiatives to the Strategic Directions and EMP priorities. ([EMP Logic Model](#), [EMP Appendix C](#)) The EMP is a high-profile document and now serves as a central plan guiding the work of the College and ensuring activities support the overarching goals.

Analysis and Evaluation:

The College and District have established, well understood, and effective decision-making processes. ([Engaging All Voices 2017](#), [District Council Website](#), [BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#)) Decisions are documented and communicated broadly. Multimedia recordings of open session meetings of the Board of Trustees are available to the public and all meeting minutes are available on the website. ([Board of Trustees Website](#)) A brief, *YCCD Board Connection*, is shared with the District community following each regular board meeting. ([YCCD Connections](#))

Each constituency provides a report at the YCCD Board of Trustees meetings. ([Agenda-BOT 6/8/16](#)) These reports provide an opportunity for the trustees to hear directly from campus leaders regarding priorities, issues, and challenges. It also provides a venue to share the good work, community service, and special recognition bestowed on members.

College initiatives are linked to the Education Master Plan priorities to increase coordination and communication of activities to all campus constituents.

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

MJC regularly evaluates the effectiveness of the decision-making policies, processes, and structure. ([Minutes - College Council 4/13/15](#), [Minutes - College Council 4/28/14](#)) A variety of evaluation tools have been used over the course of the last several years including debrief discussion and online surveys. In 2015, a large survey was distributed to all participatory governance council representatives. This survey informed the development of revisions to *Engaging All Voices* that are currently under review for adoption. ([Engaging All Voices - College Council Survey](#), [Minutes - Instruction Council 1/17/17](#))

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Analysis and Evaluation:

College Council encourages representatives to bring concerns to the table for solution seeking. College Council openly discusses difficult topics including identified weaknesses that require improvement. ([Minutes - College Council 3/9/15](#)) The faculty hiring prioritization process is one of those challenging topics that is regularly discussed, a task force assigned, and revision made based upon the identified weaknesses in the process. ([Minutes - College Council 10/28/13](#), [Minutes - College Council 1/25/16](#))

MJC is seeking to institutionalize a reasonable, reliable, and engaging means of evaluating the framework of decision-making at the institution. As the campus community participated in the institutional self-evaluation process, it became apparent that there is room for improvement in the consistency of evaluation of governance and decision-making processes and the communication of evaluation results. An evaluation and communication plan will be designed through an Actionable Improvement Plan to strengthen regular review and assessment of governance and decision-making structures. The EAV workgroup will develop guidelines for the consistent evaluation of processes and structures, and a communication plan to share results to College constituents by fall 2018.

Standard IV.B Chief Executive Officer

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

The College President has primary responsibility for the quality of the institution. ([BP 2430.1 \(Delegation of Authority to the President\)](#), [President Job Description](#)) The vision for educational excellence is consistently shared through interactions with the campus and larger community. The President has initiated and supported multiple efforts that demonstrate effective leadership in planning, budget development, evaluating institutional effectiveness, and organizing. These efforts include envisioning and drafting the participatory governance structure, facilitating the updated Strategic Plan 2016-2021, joining the Achieving the Dream national reform network, coordinating the application for the baccalaureate degree pilot program, launching a redesign of student support services, and leading the development of the College engagement in the California Guided Pathways Project.

When the President began her role in July 2012, she focused on ensuring a strong and functional participatory governance structure and process that would serve to ensure the

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quality of decision-making at MJC. The College Council is the primary recommending participatory governance body and is charged with making recommendations regarding planning, budget development, governance structure, and institutional effectiveness directly to the President. The President serves as chair of College Council and provides enrollment data at each meeting. (Agenda - College Council 1/25/16, [Minutes - College Council 1/25/16](#)) College Council also serves as a forum for the discussion of the concerns of college constituent groups. ([Engaging All Voices 2017](#), [Evaluation Report 2011 recommendation #5](#)) College Council is comprised of constituent group leaders, vice presidents, and representatives of campus governance councils and is the primary conduit for information and decision-making.

During her tenure, the President re-established the College Office of Institutional Research and recently enhanced the operation to become the Office of Institutional Effectiveness. The Office of Institutional Effectiveness formally reports to the Vice President of Student Services and directly supports the needs of the President for institutional data, planning, and evaluation projects. ([Student Services Org Chart](#)) The reporting structure ensures that the data and evaluation activities necessary to inform the College Student Equity Plan, Basic Skills Plan, and Student Support and Success Program plans remains a clear priority of the Institutional Effectiveness department. Campus researchers have expanded the information, data, and reports available to the campus community and to the public on the MJC website. ([Research and Planning Website](#)) The increased access to data facilitates faculty and staff engagement in the program review process. It also provides greater transparency of institutional performance toward meeting institutional set standards, college goals, and student achievement.

The President recognizes the key role that research plays in analyzing and improving student learning outcomes, student achievement results, and other aspects of the institution's effectiveness. She relies heavily on data to ensure institutional integrity and has used multiple venues to develop common language and understanding of student achievement measures including success, completion, persistence, and retention. ([Reflection 1/15/16](#), [Institute Day Website](#), [Coffee & Conversation 3/29/16](#)) The College Education Master Plan (EMP) was developed through the sharing of institutional and environmental research at multiple division charrettes to identify institutional strengths and needs, based on data. ([EMP Executive Summary and Data Elements](#)) From the enhanced baseline of common verbiage, a campus culture of data informed decision-making was built through professional development led by partners at the Center for Urban Education, Achieving the Dream, RP Group, and 3CSN. ([Coffee & Conversation 3/29/16](#), [Reflection 11/16/15](#), [Reflection 12/4/15](#)) The recent addition of a Dean of Institutional Effectiveness to coordinate research, planning, and evaluation for the College illustrates the emphasis the President places on improving the services and structures that contribute to student learning and student achievement. ([Dean of IE job description](#))

The Yosemite Community College Chancellor effectively supports the President of Modesto Junior College in pursuit of effective leadership of strategic planning, budgeting, organizing, selecting and developing personnel, and assessing institutional effectiveness. The Chancellor meets twice each month with the District Presidents and is readily available for one on one

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meetings upon request. The Chancellor and Board of Trustees have established professional development as an ongoing, shared priority. The District Leadership Academy and Leadership Academy II provide professional development for managers at all levels and even prepare those seeking executive level roles in the future. ([Leadership Academy: Invitation To Apply 2013-2014](#), [Leadership Academy: Schedule 2013-2014](#), [Leadership Academy: Invitation To Apply 2015-2016](#), [Leadership Academy: Schedule 2015-2016](#), [Leadership Academy: Participant List 2014-2015](#), [Leadership Academy: Participant List 2015-2016](#)) The President and Chancellor's commitment to professional development serves as a key component of ensuring the sustainable quality of the institution.

Analysis and Evaluation:

The governance structure, office of institutional effectiveness, and emphasis on student success serve as evidence of the President's commitment to institutional excellence. The College embeds institutional data in the development of major planning initiatives. The President maintains a focus on planning, budgeting, organizing, and evaluating institutional effectiveness as part of the regular, ongoing cycle of quality improvement. The President demonstrates commitment to selecting and developing personnel as the core asset of the institution. ([Great Teacher Retreat 2015](#), [Disney Institute Training 2016](#), [Institute Day Website](#), [Minutes - College Council 1/25/16](#)) The President and Chancellor are committed to professional development for future leaders as evidenced by their support of the YCCD Leadership Academies.

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

The organizational structure of Modesto Junior College is sufficient to support the institution's multi-faceted mission and size. ([MJC Organizational Chart](#)) The College has three vice presidents assigned to the areas of instruction, student services, and college and administrative services. The Dean of Advancement, Director of the Center of Excellence, and Marketing and Public Information officer report to the President. ([President Job Description](#), [VP Student Services Job Description](#), [VP College Administrative Services Job Description](#), [Dean of Advancement Job Description](#), [Director of the Center of Excellence Job Description](#), [Marketing and Public Information Officer Job Description](#), [BP 2430 \(Delegation of Authority to the Chancellor\)](#))

The instructional areas are overseen by six deans who report to the vice president of instruction. ([Instruction Organizational Chart](#)) In addition to the instructional deans, there are several directors who have responsibility over specific programs including nursing, fire

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science, workforce development, community education, athletics, and farm operations.

(Division org charts)

The vice president of student services supervises the Dean of Counseling and Student Learning; Dean of Enrollment Services, Special Programs, and Student Services; Dean of Equity and Student Learning, and the Dean of Institutional Effectiveness. ([Student Services Organizational Chart](#))

Reporting to the Vice President of College Administrative Services (VPCAS) are business services, food services, duplicating services, campus safety, and the college bookstore. (Org Chart VPCAS) The VPCAS has dotted lines of communication and support with the Director of the Great Valley Museum, the Associate Dean of Campus Life and Student Learning, and the Dean of Advancement. The VPCAS serves as the liaison with fiscal operations facilities management in Central Services. ([Engaging All Voices 2017](#))

Human resource processes are centralized at the district level. Human resources employees provide training, guidance, and support for all personnel matters from recruitment to retirement for all college positions. ([HR Website](#))

Analysis and Evaluation:

The administrative staffing level meets the needs of the college. There is significant size difference across the instructional divisions of the college. (Chart of analysis # sections in each division) These differences create challenges for deans in meeting timelines for faculty evaluation and engaging in the strategic planning processes necessary to ensure sustainable and efficient division operations. Redesign of college divisions is being explored, but is not anticipated in the short term. The current budget does not afford opportunity to expand the number of deans serving the institution, so a solution that does not have a budgetary impact is the only viable option until new, continuing resources are available to the college.

The president, through the delegation of authority from the Board of Trustees and chancellor, consults collegially with the faculty academic senate, the bargaining organizations, and associated student body on all policies and decisions as specified in Board Policy and *Engaging All Voices*. (BP 7-8049, BP 5400, [Engaging All Voices 2017](#), Title 5 CCR §53200, §51023.5, §51023.7) The president's annual evaluation of senior administrators examines job performance thereby ensuring accountability and leading to professional growth of key college leaders. ([Management Job Performance Appraisal Form](#))

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*

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- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard:

The president encourages a data-informed and collegial environment that maintains an institutional focus on the college mission, goals, and priorities. The president's open and relaxed electronic newsletter communications share the highlights of individuals, departments, and divisions with the campus and community. (Reflection emails) Further, serious matters, including institutional challenges, are also communicated openly and clearly with the college community providing opportunity for the college to own the issue and work toward improvement. The president and chancellor address the campus and share the college and district vision at Institute Day, Coffee and Conversation, graduation, award and completion ceremonies, and YCCD Board of Trustee meetings and study sessions. ([Institute Day - Fall 2016](#), [Institute Day - Spring 2016](#), [Institute Day - Spring 2017](#), BOT agendas)

The president led the process to establish institution set standards and institutional effectiveness partnership initiative goals that serve as the minimum threshold for performance and the stretch goals for the college. (CC minutes – IEPI goals, 2016, 2017) The process to establish and regularly review these standards includes review of data and discussion at College Council to increase understanding of the where the college is in meeting the goals and identifying areas for improvement. Planning is rooted in evaluation and analysis of high quality data. (EMP, p. 39 – 50; SEP, p. 19, 27-29, 37, 43) From Program Review to resource allocation to strategic planning, institutional performance is foundational to planning for improvement. ([Research and Planning Data Dashboard Website](#), [Scorecard](#), [Program Review Samples](#), [IEPI Goals & Institutional Set Standards](#), [BP 3225](#), [BP 3250](#)) The president ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. Resource requests are reviewed by the Resource Allocation Council to ensure resources are allocated to support College priorities. (RAC IELM Funding priorities) The College Technology Committee reviews requests for technology to analyze the total cost of ownership. (CTC IELM resource review) As a result of the economic downturn and workload reduction in California community colleges, MJC has sought grants to support innovation, new programs, and scaling of support services. The successful acquisition of major grants has increased opportunity to allocate resources to improve student learning and achievement. ((NEH abstract, HSI STEM abstract, NSF abstract, Veterans abstract) All grant development includes a required plan for how

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activities will be sustainable to ensure that planning is supported by sufficient resources. (Grant Approval Form – Title V)

Since her arrival in 2012, the president has engaged a variety of processes and tools to evaluate the effectiveness of planning and decision-making at the institution. The addition of a College Office of Institutional Effectiveness provided the required next step in developing and implementing an ongoing procedure, including data, for such evaluation and analysis.

Since the adoption of the decision-making handbook, *Engaging All Voices*, regular review of each council has been engaged to guide revision to the document. Specifically, revisions have been made to address redundancy of meeting content and to strengthen the role of College Council as the recommending body for the College. (EAV revisions, CC minutes of approval) Revisions have also been adopted to ensure the centrality of the Academic Senate for academic and professional matters. (spring 2017 revision) The College president works closely with the Academic Senate president to increase institutional effectiveness in decision-making and ensure that the governance structure and practices are sustainable in the ever-changing community college environment.

Analysis and Evaluation:

The president serves a critical role in ensuring that the governance structure is sound and supports participatory decision-making leading to institutional improvement of the teaching and learning environment. Under her leadership, the governance structure was revised in 2012 to address recommendations and fully reflect the Standards. The revised structure delineates the charge and responsibilities of each council including the institutional plans, processes, and outcomes within each council's purview. (BP 3250, 3225)

Regular evaluation of participatory governance structure and process is an important key to maintaining decision-making procedures that meet the needs of the institution. The willingness of faculty, staff, students, and administration to carefully consider and adopt revisions to *Engaging All Voices* has allowed the College to meet the increased planning demands and deadlines that resulted from the Seymour Campbell Student Success Act of 2012. The development and adoption of the Student Equity Plan and Education Master Plan illustrate the commitment to institutional effectiveness through the review of critical data. MJC has successfully established a culture of understanding and discussing data. The College outlines its next steps toward the institutionalization of evaluation through the use of its data capacity to improve institutional performance in an Actionable Improvement Plan. The Office of Institutional Effectiveness will develop an improved evaluation process, driven by institutional research and data, by spring 2019.



IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission

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policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

The president has served in the CEO position at Modesto Junior College for five years. Prior to joining the institution, she served as an accreditation liaison officer for six years at a college in another multi-college district. The president has served on numerous accreditation evaluation teams, including service as lead team chair for a multi-college district visit. (Jill – evidence of accreditation teams)

The president has been engaged in the College's accreditation efforts since her arrival in July 2012 six months after MJC had been sanctioned with Probation following a comprehensive institutional evaluation. It was the second consecutive comprehensive visit resulting in Probation and the institution had significant recommendations to address. The recommendations included advancing the institution's learning outcomes assessment processes and decision-making practices. Each of these recommendations required time for the necessary improvements to be implemented and evaluated. (ACCJC sanction letter) MJC had a Follow-Up Report due in October 2012, an interim vice-president of instruction, and a lack of consistent leadership in recent years. To meet the rapidly approaching report deadline, the president immediately began work with the outstanding faculty members appointed by the Academic Senate to serve as chair of accreditation and chair of outcomes assessment. In collaboration with the lead faculty and Academic Senate president, the president led the effort to address the recommendations, meet the Standards, and complete the Follow-Up Report.

MJC's governance structure includes an Accreditation Council. This participatory governance group shares responsibility with the president for building and maintaining awareness of and understanding of the value of regional accreditation, the process of institutional evaluation, and quality practices that are the Standards. The president led the effort to expand the governance structure in 2012 to include accreditation as a core area of persistent focus of the institution. (EAV – Accreditation Council Charge) Additionally, college governance councils have been assigned responsibilities that reflect the Standards and Eligibility Requirements. (Accreditation Website, Tri-Chair Structure)

The process of developing the Self-Study has been widely communicated through regular updates and narrative revisions on the Accreditation web page. (https://www.mjc.edu/general/accreditation/self_evaluation_page.php) The College held open forums to review progress and solicit feedback on the Self-Study content. (J. Todd emails – open forums) Recommendations for revisions were provided by faculty and classified professionals through the tri-chair representatives on the Accreditation Council. (AC minutes) Regular progress reports were provided to the Board of Trustees at monthly board meetings. (BOT minutes, spring 2017)

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Analysis and Evaluation:

The president regularly communicates with the campus community regarding accreditation matters and encourages college leaders to serve on external evaluation teams to increase institutional understanding of accreditation processes. ([Institute Day Spring 2016 activities, MJC Reflection 9/11/15](#)) The president keeps the YCCD Board of Trustees apprised of accreditation processes, timelines, and changes to Standards or policies through monthly letters and presentations. ([Agenda - BOT 6/8/16](#), [Letter to the Board \(Jill will provide sample\)](#))

The president works directly with the vice president of instruction, the college ALO, to ensure that all required reports, substantive change proposals, and other accreditation documents are submitted in a timely fashion. The president and ALO use a variety of venues to build understanding of accreditation across constituencies. ([Institute Day activities](#), and [MJC Reflection 2/1/15](#)). The tri-chair design of the Standard teams further increased participation in the institutional self-evaluation process at Modesto Junior College. ([Tri-Chair List](#)) During the development of this Institutional Self Evaluation Report, the vice president of instruction resigned to serve as president in another district. The vice president of student services was designated to serve as ALO effective February 1, 2017 and continuing through the comprehensive visit to facilitate finalization of a timely and accurate Institutional Self Evaluation Report. ([Notification of new ALO](#))

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

The president works collaboratively with campus leaders and administrators to ensure that statutes, regulations, and governing board policies are implemented. Weekly meetings of the executive team, monthly one-on-one meetings with vice presidents provide regular opportunity for review of compliance with all regulations. ([Sample of President's Calendar](#)) College governance council agendas include the mission statement in the footer as a reminder of the institutional mission as participatory groups make recommendations in the decision-making process for the college. ([Agenda - College Council 2/27/17](#)) The president includes review of Board Policy and Administrative Procedure revisions on College Council agendas for dialog and consideration of impact on the institution. College Council review also supports greater constituency awareness and engagement in the district policy processes. ([College Council - Agendas/Minutes](#))

The president provides regular communication regarding college compliance with state and federal regulations and institutional decision-making to the YCCD Board of Trustees through regular meetings with the YCCD Chancellor, board agenda items for personnel and planning

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approvals, budget expenditure reports, and a standing report at the Board of Trustees public meeting each month. (District Council agendas, Board Agenda personnel items, [Minutes - College Council 3/17/17](#), 2016-17 budget expenditure report, BOT minutes)

Analysis and Evaluation:

The president clearly understands the statutes, regulations, and policies of the governing board. She ensures that the College upholds the mission when serving students in alignment with all applicable regulation at the local, state, and federal levels. The president maintains currency of knowledge of statutes, regulations, and requirements through professional publications, webinars, conferences, and professional development opportunities. The president serves as a member of District Council which reviews and makes recommendation to the Board of Trustees via the Chancellor on all District policies and procedures. The president is a member of the Chancellor's Cabinet where regulations, policies, and the institutional mission are discussed.

The president works closely with the vice president of college administrative services to ensure that the annual budget development and expenditures reflect the college mission. She participates as a member of the Resource Allocation Council the participatory governance council responsible for budget development and resource allocation at the college. ([Resource Allocation Council - RAC](#))

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

The president works and communicates effectively with the communities served by Modesto Junior College. This includes presentations in a variety of venues, collaboration with K-12 and universities, partnerships with regional colleges, partnership with the economic development and workforce development agencies, collaboration with the City of Modesto, and active participation in community service.

The outcomes of the effective work of the president with the communities served include: (need agendas, agreements, or other evidence of each of the following:)

- Stanislaus Education Partnership - pipeline from pre-K to MJC to CSU Stanislaus
- Career Pathways Partnership Grant (Pathways grant abstract)
- National Endowment of the Humanities Grant (NEH grant abstract)
- Campus Connection - Class 1 bike path between East and West Campuses of MJC
- Good neighborhood relationships
- Guided Pathways to CSU Stanislaus
- Stanislaus Community Foundation - Future Initiative Education Program
- Expanded endowment of the MJC Foundation

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Analysis and Evaluation:

The president communicates with the communities served by MJC through presentations to local business organizations, service clubs, faith based organizations, leadership programs, and foundations. She maintains strong working relationships with local schools, the county office of education, and the City of Modesto. Local media, including the Modesto Bee, Progress Magazine, and Modesto View, have provided the president opportunity to communicate with the community at large.

The president engages with all stakeholders through campus events including Institute Day, Coffee and Conversation, and college discussions. She communicates regularly through the electronic newsletter, *MJC Reflection*.

Standard IV.C Governing Board

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard:

The first Board of Trustees was elected in 1964 to govern the expanding service area of Modesto Junior College. The district was named Yosemite Community College District in 1965 and in 1967 acquired land in Tuolumne County that became the home of Columbia College. The YCCD Board of Trustees consists of seven members elected by voters of the established representative areas composing the District. (<https://www.yosemite.edu/trustees/map>) The Board, through adopted policy and practice, has authority over and responsibility for policies assuring the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the District. (need BPs here; [\(BP 4025 - Philosophy and Criteria for Associate Degree and General Education\)](#))

The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through study sessions and presentations at regular meetings of the Trustees. The Board maintains awareness of student equity, accreditation, and student support services through presentations at regularly scheduled meetings. ([Minutes - BOT 5/11/16](#)) The Board has established an ad hoc committee on policy and procedures to review policy and ensure effectiveness of policy and procedure in supporting institutional outcomes. ([Minutes - BOT 03/11/15](#))

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The Board receives quarterly financial reports which support close monitoring of the fiscal condition of the District. ([Minutes - BOT 051315](#)) The Board of Trustees meeting agendas are organized in a manner that affords ease of access to full information on topics and supporting documents in advance of the meetings. Trustees have opportunity to ask questions of the Chancellor and request additional information to inform their decision making regarding budget, fiscal planning, and District stability prior to Board meetings.

Analysis and Evaluation:

The YCCD Board of Trustees has responsibility for, and authority over, all aspects of the District as established in policy and demonstrated in practice. ([BP 2200 \(Board Duties and Responsibilities\)](#), BOT meeting schedule) The Board fulfills its legal responsibility and exercises its authority as required by law and delineated in policy. Board agendas include detail and documentation allowing Board members to closely monitor all areas of their responsibility. The Board establishes an annual set of Board Special Priorities in support of institutional effectiveness and leadership of the Chancellor. ([Special Priorities 2015/16](#))

The Board has established a regular cycle of evaluation of policies and procedures. ([YCCD Continuous Review Cycle](#), [Constituent Review Processes](#)) The Board ad hoc committee on policy ensures that policies reflect consistent language regarding quality instructional and support programs, student success, and learning outcomes in alignment with the College and District mission statements and reflecting high levels of institutional effectiveness. Trustees discuss revisions to policy and carefully consider any changes before taking action.

The YCCD Board of Trustees receives monthly, quarterly, and semi-annual financial reports including capital construction projects and enrollment targets. ([Minutes - BOT 6/10/15](#), [5/13/15](#)) The Board acts in accordance with fiscal policies in support of financial stability of the ([District. Annual Audit, Auxiliary audit, and Measure E audit](#))

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard:

The Board of Trustees has delineated the role and responsibility of the members to ensure shared understanding of the role. ([BP 2200 \(Board Duties and Responsibilities\)](#)) The Board has also established a code of conduct which further clarifies the manner in which the board acts as a collective in support of decisions made through vote in public meetings. ([BP 2715 \(Code of Ethics/Standards of Practice\)](#)) Actions in public board meetings are recorded to note individual voting records. ([BOT minutes](#))

Analysis and Evaluation:

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The Yosemite Community College District Board of Trustees is an engaged body of individuals. Trustees represent a broad spectrum of backgrounds and perspectives and they engage in full and vigorous discussion of agenda items including sharing their individual viewpoints in meetings. Consent items are singled out for separate clarification, discussion, and vote at the request of individual Board members. Once all members have had opportunity to engage in the discussion, a vote is taken and the agenda moves forward without further consideration of the item. Once the Board reaches a decision, members move forward in a united fashion.

The Board engages in professional development activities including new trustee orientations, annual Community College League of California conference, and study sessions to increase understanding of the role of trustees and all facets of the district. ([BOT - Study Session 06/28/16](#), [CLCC Trustee conference agendas](#)) The Board engages in annual self-evaluation in order to identify its strengths and areas in which it may improve its functioning. ([BP 2745 - Board Self-Evaluation](#))

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard:

The YCCD Board of Trustees follows California Education Code, Board policies, ACCJC Standards, and the office of human resources procedures in the selection and evaluation of the Chancellor and college presidents. ([BP 2431 – CEO Selection \(Chancellor and Pres\)](#), [BP 2435 – Evaluation of Chancellor](#), [Title 5 Sections 53000](#))

Selection of a Chancellor

The hiring of a Chancellor is initiated by action of the Board of Trustees authorizing the Vice Chancellor of Human Resources to launch a search. The Board next hires an executive search firm and oversees the Chancellor selection process which follows the YCCD procedures. ([Human Resources Recruitment and Hiring Process.](#)) A search committee is selected to include representatives of each constituent group, the Board of Trustees, and the community. Each committee member commits to attend all of the search committee meetings and the first round interviews.

The search committee makes recommendation to the Board of Trustees of candidates for second level interviews which may include public forums. The search consultant assists the Board of Trustees in the background and reference checks and forwards the names of the finalists to the Board of Trustees for consideration. The Trustees hold closed Board sessions on chancellor selection with interviewing candidates. ([BOT Closed Session Agenda 6/8/16](#))

Evaluation of the Chancellor

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A new Chancellor is evaluated six months after hire and annually thereafter by the Board of Trustees. ([BP 2435 – Evaluation of Chancellor, Title 5 Sections 53000](#)) The Chancellor is evaluated on performance goals and objectives including a 360 process that affords district and college staff opportunity to provide evaluative comments which are shared with the Board in closed session. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#)) A self-evaluation is included as an element of the annual performance evaluation of the Chancellor.

Selection of College Presidents

The Board shares responsibility with the Chancellor for hiring of College presidents. ([BP 2431 – CEO Selection \(Chancellor and Pres\)](#)) Board action is required to initiate the presidential search with direction to the Chancellor to begin the process. Similar to the expanded process used for the recruitment and hiring of a chancellor, the search for a president is facilitated by a search consultant following the YCCD procedures. ([Human Resources Recruitment and Hiring Process.](#)) The president search committee makes recommendation to the Chancellor of semifinalists for second level interview and consideration.

Evaluation of the Presidents

The presidents are evaluated on an annual basis with new presidents also receiving an evaluation at the first six months of service. The process of presidential evaluation begins with an evaluation survey sent to the college community on April 1. The survey closes on April 10 and survey results are sent to the Chancellor and President on April 30. By May 15, the President submits a self-evaluation and draft goals for the upcoming year to the Chancellor. The Chancellor schedules evaluation meetings with the presidents and notifies the Board of Trustees that the results of the evaluations are being processed and a report will be presented at the June meeting. During the June closed session portion of the YCCD Board of Trustees meeting, the Chancellor shares evaluation results with the Board and makes recommendation to roll the contracts of the presidents receiving satisfactory evaluations effective July 1. ([Minutes - BOT 02/08/12, BP 2431 – CEO Selection \(Chancellor and President, Presidential Evaluation Timeline\)](#))

Analysis and Evaluation:

The YCCD Board of Trustees takes its responsibility for selecting and evaluating the Chancellor very seriously. They follow the selection and evaluation processes established in Board Policy in fulfilling these critical elements of the role of the Trustees. ([BP 2431 – CEO Selection \(Chancellor and President, BP 2435 – Evaluation of Chancellor\)](#)) The Board uses the evaluation tool recommended by the Community College League of California to facilitate the annual evaluation of the Chancellor including review of progress toward meeting the yearly Board Special Priorities. The Trustees clearly communicate their expectations for regular reports on institutional performance both through the process of establishing the annual Board Special Priorities and in requests for special study sessions on topics of shared interest. ([Minutes - BOT 9/10/14](#)) The Chancellor has established a regular

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cycle of Board of Trustee presentations from the colleges and central services to maintain clear communication with Board on institutional performance. ([Agenda - BOT 6/8/16](#))

In a similar manner, the Chancellor is responsible for selecting and evaluating individuals to fill positions that report directly to them, including the college presidents. ([BP 2431 – CEO Selection \(Chancellor and President\)](#)) The human resources department provides assistance to the Board and to the Chancellor as additional assurance that the selection and evaluation requirements for senior administrators are fulfilled. ([Human Resources Recruitment and Hiring Process.](#))

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard:

The YCCD Board of Trustees is comprised of seven members elected for four-year terms by qualified voters of the designated areas comprising the District. ([BP 2010 - Board Membership](#)) The Board includes a student trustee elected by students for a one-year term who serves in an advisory capacity to the Board. ([BP 2015 - Student Member](#))

Board policy mandates that the Board act as an independent policy-making body reflecting the public interest in educational quality. ([BP 2200 \(Board Duties and Responsibilities\)](#)) The Board carries out its responsibility for policy making through an ad hoc committee which reviews Board Policy and Administrative Procedure prior to consideration by the Board in open session. ([BP 2200 \(Board Duties and Responsibilities\)](#))

The Board maintains its independence as a decision-making body by studying all materials in advance of meetings, being well-informed before engaging in District business, asking questions, and requesting additional information as needed. The Chancellor meets with each Board member prior to each Board convening detailing all pending actions, follow-up on previous requests, and information on personnel, litigation, and other confidential matters. The Chancellor may direct questions from Trustees to the vice chancellor or president most directly connected to the subject of inquiry as a means of enhancing clarity and immediacy of response for additional information.

Trustees engage with local communities across the Yosemite Community College District. ([BOT minutes – trustee activities](#)) As individuals, and collectively, they receive a wide range of input from community and constituent groups in informal settings and at Board meetings. The District holds two meetings each year at Columbia College to ensure ease of access for Columbia area residents to participate via public comments to the Board of Trustees. ([Board Meeting Schedule](#))

Analysis and Evaluation:

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The student trustee position rotates annually between MJC and Columbia College thus ensuring that the Board has equal opportunity to hear directly from the student experience at each of the District colleges. ([BP 2015 - Student Member](#)) Board members work collaboratively as representatives of the public interest. Public input on the quality of education, institutional policy and procedure, and district operation is facilitated through open session public comment at Board of Trustees meetings. ([Agenda - BOT 4/9/14](#), [Minutes - BOT 4/9/14](#), [BP 2345 - Public Participation at Board Meetings](#), [BP 2350 - Speakers](#), [BP 2355 - Decorum](#)) The Board adheres to good practices and YCCD policy concerning open meetings and decision-making. ([BP 2310 - Regular Meetings of the Board](#), [BP 2315 - Closed Sessions](#), [BP 2320 - Special and Emergency Meetings](#), [BP 2330 - Quorum and Voting](#), [BP 2340 - Agendas](#), [BP 2360 - Minutes](#)) The Board of Trustees remains focused its role as an independent policy-making body, actively listens to public input, and maintains the interests of the colleges and District.

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard:

The Board establishes and regularly updates policies consistent with the District's mission ensuring the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The Board has established a cycle of policy and procedure review that ensures currency of policies and encourages regular updates to reflect legislative, technology, and resource changes. ([Board Policy Review Process](#))

Board policy affirms the Board's commitment to quality education and reflects the Board's vision of institutional effectiveness of the colleges. ([BP 3225 - Institutional Effectiveness](#), [BP 4220 - Standards of Scholarship](#), [BP 4-8062 - Evaluation of Instructional Programs](#)) The Board has adopted policies regarding educational programs and academic standards that support the District mission:

The Yosemite Community College District is committed to responding to the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural, and economic development and wellness.
([BP 4025 - Philosophy and Criteria for Associate Degree and General Education](#))

The Board has established policies for graduation, curriculum development and approval, program review, and standards of scholarship. ([BP 4100 - Graduation Requirements for Degrees and Certificates](#), [BP 4220 - Standards of Scholarship](#), [BP 4230 \(Grading and Academic Record Symbols\)](#), [BP 4050 \(Articulation Agreements\)](#), [BP 4025 - Philosophy and](#)

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[Criteria for Associate Degree and General Education](#), [BP 4020 \(Program and Curriculum Development\)](#), [BP 4040 \(Library Services\)](#), [BP 4-8062 \(Evaluation of Instructional Programs\)](#), [BP/AP 4-8065 \(Syllabus\)](#)) The Board relies on the professional expertise of faculty in the area of academic quality through active participation of the Academic Senate and Curriculum Committee in the course and program approval process. ([BP 4020 \(Program and Curriculum Development\)](#), [BP 7-8049 \(Academic Senates\)](#)) The Board protects the academic freedom of faculty and the rights of students through policy designed to support an intellectual environment that is inclusive of all perspectives. ([BP 4030 \(Academic Freedom—Faculty\)](#), [BP 4-8067 \(Sectarian, Partisan, or Denominational Teaching\)](#), [BP 4-8066 \(Nondiscrimination of Instruction\)](#)) Students may make complaint regarding instructional materials directly to the president. ([BP 4-8063 \(Complaints Concerning Instructional Materials\)](#)) The Board has established policy on academic renewal to extend opportunity for students with a history of poor academic success. ([BP/AP 4240 Academic Renewal](#), [BP/AP 4250 \(Probation, Disqualification, and Readmission\)](#))

The Board has established policies in support of an ongoing commitment to strategic planning and institutional effectiveness. ([BP 3225 - \(Institutional Effectiveness\)](#), [BP 3250 - \(Institutional Planning\)](#)) College leaders provide regular updates to the Board of Trustees on the progress of achieving institutional set standards, goals established through planning processes, and student achievement. ([Board agendas and minutes with college presentations noted, Board Scorecard presentations, VPI presentations](#)) Board members actively engage in asking for clarification of College reports, presentations, and plans to better understand and support the institution. The Board receives monthly accreditation updates during the period of preparation for a comprehensive external evaluation. ([BT minutes – accreditation updates](#))

The Board of Trustees ensures that the colleges have the necessary resources to deliver high quality student learning programs and services through policy and Board Special Priorities. ([BP 6100 \(Fiscal Responsibility\)](#), [BP/AP 6200 \(Budget Planning\)](#), [BP/AP 6300 \(Fiscal Management\)](#), [BP 6320 \(Investment of District Funds\)](#), [BP/AP 6330 \(Purchasing\)](#), [BP/AP 6340 \(Contracts—Purchasing\)](#), [BP 6400 \(Audits\)](#), [BP 3-8024 \(Energy Management\)](#).) The Board takes action on revisions of the collective bargaining agreements with the Yosemite Faculty Association and Chapter 420 of California School Employees Association and changes to the Leadership Team handbook. ([YFA Contract](#), [CSEA Contract](#), [LTAC handbook](#))

The Board is responsible for the financial integrity and stability of the District. ([BP 2200 \(Board Duties and Responsibilities\)](#)) By Board Policy, the Chancellor is delegated authority to supervise the general business procedures of the District including budget development. ([BP 6100 \(Fiscal Responsibility\)](#)) The Executive Vice Chancellor of Fiscal Services provides quarterly presentations to the Board of Trustees, monthly written reports including warrants, and special study sessions on budget, fiscal planning, and changes to the District financial status. The Board has an ad hoc committee that attends audit meetings, special budget meetings, and other budget planning sessions. ([Agendas with Annual Fiscal Report, Preliminary Budget, monthly warrant list, study sessions on budget, ad hoc committee evidence](#))

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The Board maintains a financial reserve in excess of the minimum required to safeguard against disruption of educational programs and services due to short-term reduction in fiscal allocation. (BOT minutes: 5.10.2017; Board Special Priorities) The Board holds the college presidents and central services administrators responsible for operating within the limitations of the budget. (BP 6250 (Budget Adoption and Administration)) The Board established the Citizen's Bond Oversight Committee to ensure capital projects funded by Measure E are appropriate expenditures according to the intended purpose of the general obligation bond. (CBOC, BP/AP 6740 (Citizens' Oversight Committee))

The Yosemite Community College District Board of Trustees is apprised of and assumes responsibility for all legal matters associated with the operation of the District and colleges. (BP/AP 6-8040 (Claims for Money or Damages)) The Board closely monitors legal issues that arise in the District, reviews them in closed session, and reporting out in open session as required by law. (Sample agendas with legal matters listed in closed session) YCCD engages the services of legal firms who provide counsel to the Governing Board and ensure the District maintains compliance with local, state, and federal regulations.

Analysis and Evaluation:

The policies established and reviewed by the YCCD Board of Trustees demonstrate the commitment of the Board to ensuring the quality, integrity, and improvement of student learning programs and services. The Board maintains awareness of progress toward meeting institution set standards, Scorecard results, and institutional effectiveness through regular college presentations at its monthly meetings. The Board is an independent body responsible for final decisions and is not subject to actions by any other entity. Through policy and practice, the board clearly assumes responsibility for educational quality, legal matters, and financial integrity and stability.

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard:

The Yosemite Community College District Board of Trustees has established Section 2 of the Board Policy and Procedures for the board specific guiding documents. Board size and membership is specified and the process for election and filling vacancies delineated in policy and procedure. (BP 2010 (Board Membership), BP 2015 (Student Member), BP 2100 (Board Elections), BP 2105 (Election of Student Member), BP 2110 (Vacancies on the Board)) The duties and responsibilities of the Board of Trustees are established in policy and supported by documents specifying conflict of interest, evaluation of the chancellor, communication among board members, policy and procedure, travel, education, self-

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evaluation, political activity, parliamentary procedure, and ethics. ([BP 2200 \(Board Duties and Responsibilities\)](#), [BP 2710 \(Conflict of Interest\)](#), [BP 2712 \(Conflict of Interest Code\)](#), [BP 2435 \(Evaluation of Chancellor\)](#), [BP 2720 \(Communications Among Board Members\)](#), [BP 2410 \(Board Policies and Administrative Procedures\)](#), [BP 2735 \(Board Member Travel\)](#), [BP 2740 \(Board Education\)](#), [BP 2745 \(Board Self-Evaluation\)](#), [BP 2715 \(Code of Ethics/Standards of Practice\)](#), [BP 2716 \(Political Activity\)](#), [BP 2-8075 \(Parliamentary Procedure\)](#)) The responsibilities of the Board are further defined in policy regarding authority of the Chancellor and Presidents, selection of chief executive officers, succession, and presentation of initial collective bargaining proposals. ([BP 2340 \(Agendas\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#), [BP 2431 \(CEO Selection Chancellor/President\)](#), [BP 2432 \(District Chief Executive Officer \(CEO\) Succession\)](#), [BP 2610 \(Presentation of Initial Collective Bargaining Proposals\)](#)) The structure of the Board of Trustees is defined in policy as is the opportunity for the board to form committees and the requirement of an annual organizational meeting. ([BP 2210 \(Officers\)](#), [BP 2220 \(Committees of the Board\)](#), [BP 2305 \(Annual Organizational Meeting\)](#)) Policy establishes the regular meetings of the Board, delineates closed sessions, and defines special and emergency meetings. ([BP 2310 \(Regular Meetings of the Board\)](#), [BP 2315 \(Closed Sessions\)](#), [BP 2320 \(Special and Emergency Meetings\)](#)) The parameters of quorum and voting, agendas, public participation at Board meetings, speakers, decorum, minutes, and recording of meetings are established in policy and associated procedures. ([BP 2330 \(Quorum and Voting\)](#), [BP 2340 \(Agendas\)](#), [BP 2345 \(Public Participation at Board Meetings\)](#), [BP 2350 \(Speakers\)](#), [BP 2355 \(Decorum\)](#), [BP 2360 \(Minutes\)](#), [BP 2365 \(Recording\)](#)) The Board has established policy regarding personal use of public resources, Board member compensation, and Board member health benefits to ensure consistency in operational matters. ([BP 2717 \(Personal Use of Public Resources\)](#), [BP 2725 \(Board Member Compensation\)](#), [BP 2730 \(Board Member Health Benefits\)](#))

Analysis and Evaluation:

The YCCD Board of Trustees has established policies that specify the board's size, duties, responsibilities, structure, and operating procedures.

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard:

The Board commitment to acting in a manner consistent with its policies and procedures is demonstrated in a variety of ways. The Board schedules regular, closed session, special, and annual organizational meetings in accordance with policy. ([BP 2310 \(Regular Meetings of the Board\)](#), [BP 2315 \(Closed Sessions\)](#), [BP 2320 \(Special and Emergency Meetings\)](#), [BP 2305 \(Annual Organizational Meeting\)](#)) Meetings of the Board of Trustees have agendas, minutes,

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recordings, guest speakers, and public participation as delineated in policy. ([BP 2340 \(Agendas\)](#), [BP 2345 \(Public Participation at Board Meetings\)](#), [BP 2350 \(Speakers\)](#), [BP 2360 \(Minutes\)](#), [BP 2365 \(Recording\)](#)) The Board members conduct the meetings with a level of decorum, parliamentary procedure, and avoidance of conflict of interest that aligns with established policy. ([BP 2355 \(Decorum\)](#), [BP 2710 \(Conflict of Interest\)](#), [BP 2712 \(Conflict of Interest Code\)](#), [BP 2-8075 \(Parliamentary Procedure\)](#)) The Board holds individual trustees to the highest standards of conduct and addresses violations of the code of ethics in accordance with established procedure. [BP 2715 \(Code of Ethics/Standards of Practice\)](#), [minutes 8.10.16](#)) The Board of Trustees reviews policy and procedure regularly according to an established schedule. ([Policy Schedule and agendas](#)). A subcommittee of the Board of Trustees engages in deep discussion and review of recommended policy revisions in an advisory capacity. ([minutes where subcommittee is referenced and/or established](#))

Analysis and Evaluation:

The YCCD Board of Trustees acts in a manner consistent with its policies and bylaws. The Board established and follows a regular cycle of policy review and revision to ensure effectiveness in fulfilling the college and district missions ([Cycle of policy review](#)). Policies are revised as necessary to be current with applicable regulation and practice. ([sample agendas/minutes with policy action](#)) The District subscribes to the Community College League of California (CCLC) Board Policy and Administrative Procedure Service. The policy review schedule includes a timeframe for review of policy change recommendations initiated by CCLC notification.

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard:

The YCCD Board of Trustees regularly receives reports on student learning and achievement from the Colleges. The Board reviews and approves academic quality and institutional plans annually and as needed including Student Equity Plans, Student Success and Support Program Plans, Education Master Plans, and Strategic Plans. ([Sample agendas/minutes with plan: Student Equity – fall 2015; EMP, May 2017](#))

The Board takes special interest in the educational and support programs of the district colleges and has established an ongoing cycle of presentations by the colleges at the regular meetings of the Governing Board. ([Sample agendas/minutes with presentations from MJC](#)) The Trustees often ask questions to advance their understanding of the program data presented. Annually, the Board of Trustees reviews the Scorecard Data including student success, equity, and basic skills completion. ([Agendas/minutes with Scorecard presentations November 2016 and others](#))

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Analysis and Evaluation:

The YCCD Board of Trustees is regularly informed of key indicators of student learning and achievement. Governing Board agenda and minutes provide evidence of presentation, review, and discussion of institutional plans for improving academic quality. Trustees engage with presenters during Board meetings asking insightful questions and gleaning thoughtful and frank answers from the College on transfer velocity, number of degrees and certificates awarded, equity performance, retention, and student success.

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard:

The Board demonstrates a commitment to new member orientation and ongoing board development through policy. ([BP 2740 \(Board Education\)](#))

YCCD Board Policy 2100 establishes the term of office for each Trustee to be four years. ([BP 2100 \(Board Elections\)](#)) Elections are held in even numbered years with staggered terms such that roughly half of the Board is elected in each cycle. ([BP 2100 \(Board Elections\)](#)). New Trustees meet with the Chancellor for orientation and are encouraged to ask any questions as they arise. In some cases, the Chancellor uses questions from Trustees to develop topics for special study sessions of the Board. ([Study session agendas](#))

Analysis and Evaluation:

The Yosemite Community College District orients new Board members with an overview of Central Services operations, a briefing on compliance with Ralph M. Brown and Fair Political Practices acts, a review of the employee organizations, discussion of preparation for and conduct during Board meetings, a review of the code of ethics and standards of practice, and the role and responsibilities of the Board. ([BP 2355 \(Decorum\)](#), [BP 2200 \(Board Duties and Responsibilities\)](#), [BP 2715 \(Code of Ethics/Standards of Practice\)](#), [BP 2510 \(Participation in Local Decision-Making\)](#))

The Board participates in study sessions, attends conferences, and engages consultants for development activities that strengthen experienced and new Trustees. ([Announcements, agendas, presentations, etc. that demonstrate above from Graciela/Jann](#))

The Governing Board members of the Yosemite Community College District participate in regular, ongoing training sessions provided locally and by state organizations. The Chancellor encourages and supports Trustee participation in development activities and provides study sessions to enhance understanding in support of effective decision-making.

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IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard:

The YCCD Board of Trustees established a commitment to assessing its performance through policy. ([BP 2745 \(Board Self-Evaluation\)](#)) The Board engages in annual self-evaluation to identify strengths and areas in which it may improve. ([Agendas/minutes from study sessions on self-evaluation including Oct.24, 2016](#)) The results of the evaluation are used to identify accomplishments of the previous year and to establish goals for the following year. ([Sample Board Special Priorities](#))

The Board conducts regular self-evaluations using an instrument that includes a series of statements that reflects the characteristics of effective Governing Boards. The Board members rank their performance in relation to the statements and have opportunity to provide written statements. ([BOT Evaluation form](#)) The Governing Board sometimes engages a consultant to guide the Board members through the review and discussion of the evaluation summary. ([Agenda study session Oct. 24, 2016 PowerPoint presentation by Brice Harris \(Graciela/Jann\)](#))

Analysis and Evaluation:

The YCCD Board of Trustees regularly conducts a self-evaluation in accordance with established policy. ([BP 2745 \(Board Self-Evaluation\)](#)) The results of annual Board of Trustees evaluation are used to improve performance, academic quality and institutional effectiveness. All Board members regularly participate in study sessions, goal setting through establishing special priorities, and self-evaluation activities which increase the Board's effectiveness in policy-making and oversight of student success and educational quality outcomes.

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

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Evidence of Meeting the Standard:

Individually, and as a whole, members of the Governing Board adhere to the Board Policies and Administrative Procedures establishing a code of conduct and delineating conflict of interest. ([BP 2710 \(Conflict of Interest\)](#), [BP 2714 \(Distribution of Tickets or Passes\)](#), [BP 2715 \(Code of Ethics/Standards of Practice\)](#), [BP 2717 \(Personal Use of Public Resources\)](#)) Board members also file an annual Statement of Interest Form 700 from the California Fair Political Practices Commission. ([Form 700 - Statement of Economic Interests 2015-2016](#)) As a public document, copies of Form 700 are maintained in the Chancellor's office and are available for review upon request. BP 3300 Board members recuse themselves or are asked to recuse themselves by the Board Chair when a conflict of interest arises related to the discussion or vote on District business. (Board minutes when Mike Riley recused himself from vote (Faculty raise last year, 1/11/17 minutes Leslie Beggs Recusal)

All members of the Governing Board follow the conflict of interest policies and code of ethics policies. ([BP 2710 \(Conflict of Interest\)](#), [BP 2714 \(Distribution of Tickets or Passes\)](#), [BP 2715 \(Code of Ethics/Standards of Practice\)](#), [BP 2717 \(Personal Use of Public Resources\)](#)) When one Board member was determined by the Board Chair to violate the code of ethics, the Governing Board addressed the matter according to policy. (Agenda/minutes September 2016)

Analysis and Evaluation:

Since the last comprehensive evaluation, a former Governing Board member had an immediate family member hired by the District. The Board member recused himself from all discussions and votes when the potential for conflict of interest arose. ([BP 2710 \(Conflict of Interest\)](#)) The Governing Board member did not seek reelection and completed his term of service in 2016. In 2016, a new Board member whose spouse is a tenured faculty member at Modesto Junior College was elected. Conflict of interest policy review was provided as part of the new Trustee orientation. Board members follow high standards of ethics to avoid conflicts of interest. ([BP 2715 \(Code of Ethics/Standards of Practice\)](#))

Board members file an annual Statement of Interest Form 700 and the forms are maintained for public review. Board member interests are disclosed and do not interfere with the impartiality of Governing Board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the District.

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

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Evidence of Meeting the Standard:

The Yosemite Community College District Board of Trustees delegates full responsibility and authority to the Chancellor to implement and administer Board Policies. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#)) The Chancellor is held accountable for the operation of the District and delegates' authority and responsibility to the Presidents for the operation of the Colleges. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#), [BP 2432 \(District Chief Executive Officer \(CEO\) Succession\)](#)) The Chancellor reports directly to the Governing Board and has the authority to administer and reasonably interpret Board Policy, make decisions for District operations, and ensure that the District complies with all laws and regulations. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#), [Chancellor job description](#))

The Governing Board evaluates the Chancellor annually using annual performance goals, Board Policy, and the Chancellor job description as a guide. ([BP 2435 \(Evaluation of Chancellor\)](#)) The Board and Chancellor jointly agree on the evaluation process according to established policy. ([BP 2435 \(Evaluation of Chancellor\)](#)) New Chancellors are evaluated twice in the first year and annually thereafter. ([BP 2435 \(Evaluation of Chancellor\)](#)) The Governing Board has adopted policy to guide the selection of the District CEO and District chief executive officer succession. ([BP 2432 \(District Chief Executive Officer \(CEO\) Succession\)](#))

Analysis and Evaluation:

The Governing Board follows policy in delegating authority to the Chancellor and holding the Chancellor for District operations as demonstrated through the Chancellor job description and annual performance evaluation. ([BP 2432 \(District Chief Executive Officer \(CEO\) Succession\)](#), [BP 2435 \(Evaluation of Chancellor\)](#), [BP 2430 \(Delegation of Authority to the Chancellor\)](#)) The Board sets clear expectations for the Chancellor through direct verbal requests, phone and email communication, and requests for information in Board sessions. The Board members receive monthly reports from the College Presidents through the Chancellor and the Chancellor provides updates in each monthly regular open session of the Trustees meeting. The Board members meet individually or in groups of three with the Chancellor for agenda review.

The Board is kept well informed of District and College matters through regular and as needed communication with the Chancellor. The Board members understand the responsibility of the Governing Board for policy level matters; further, the Board fulfills its responsibility for educational quality, legal matters, and financial integrity. ([Study session agenda Role of Board fall 2015](#)) The Chancellor provides documents for review in a timely fashion to ensure that Board members have opportunity to read and request additional information before considering action. ([Timeline for Board agenda items](#))

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IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard:

The Yosemite Community College District Board of Trustees is regularly updated on all accreditation matters including eligibility requirements, accreditation Standards, Commission policies, College progress on accreditation reports, and the accreditation status of the Colleges. During this evaluation period both District Colleges resolved issues that led to being placed on sanction in 2012 and were restored to full accreditation status. (2012 letters placing MJC on probation, CC on Warning, 2014 letters restoring colleges to accredited status.) Since the last comprehensive visit, the Board has held study session on accreditation including presentations by staff from the Accreditation Commission for Community and Junior Colleges. (Agendas, Look for July 2012) The Colleges provided updates at each regular session of the Board of Trustees throughout the institutional self-evaluation process. (Sample agendas from 2016, 2017) The Board was provided access to drafts during the College review processes during spring 2017 and approved the final versions of the Institutional Self-Evaluation Report for Modesto Junior College and Columbia College prior to submittal to the Commission. (Copy of email to Chancellor Smith regarding Standard IV.C, agenda with ISER action item (summer 2017))

The Board members receive training on accreditation Standards at Community College League of California Trustees conferences, special study sessions, and from the Chancellor. (Sample agendas) Since the last comprehensive external evaluation of the Colleges, the Board has demonstrated strong interest in student learning outcomes and improvement in institutional effectiveness. (Board agendas with related presentations) The Trustees regularly ask questions and engage in dialogue with presenters on matters related to student learning and accreditation. The members of the Governing Board maintain high visibility on the College campuses; they regularly attend campus events where they converse with faculty, staff, students, and administrators regarding teaching, learning, and student support.

Analysis and Evaluation:

The Governing Board effectively participates in the accreditation process supports the Colleges in maintaining good standing with the Commission. The Board monitors activity related to accreditation recommendations and has final approval of accreditation documents including midterm reports and the institutional self-evaluation reports.

Standard IV.D Multi-College Districts or Systems

IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard:

The Chancellor provides leadership in establishing and communicating expectations of educational excellence and integrity across the District and assures support for the effective operation of the colleges. ([Chancellor job description](#), [BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#)) The Chancellor meets monthly with District Council, the district level participatory governance group, which includes representatives from the Colleges, Central Services, and key constituent group leaders. ([District Council charge, agendas, minutes, meeting schedule](#)) District Council serves as a primary channel of communication between the Chancellor, the Colleges, and campus constituencies and is the forum for discussion of District matters that relate to the effective operation of the colleges and educational excellence. ([DC Agendas with enrollment management, budget development, student learning outcomes, program review, faculty hiring or FON](#)) District Council, under the leadership of the Chancellor, has primary responsibility for the District Strategic Plan and progress in achieving the goals established therein. ([Strategic Plan meeting invites mission, vision, goals](#)) The Chancellor and District Council establish subcommittees as needed to ensure that the operations of the District are supported in a sustainable and effective manner. ([Policy and Procedure Committee documents](#))

The Chancellor works with the College Presidents in accordance with Board Policy and in support of effective leadership of the institutions. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#))

The Chancellor exhibits leadership in the regular monthly meetings with the Chancellor's Cabinet and College Presidents where the Chancellor's expectations are communicated, roles and responsibility between the District and Colleges are reviewed, and support for the Colleges is assured. ([Cabinet agendas – Jill can provide samples](#)) Chancellor's Cabinet meetings address operation effectiveness and alignment between the Colleges and the District, while the President's Meetings focuses on specific College matters and support. The Chancellor holds Cabinet retreats to facilitate interaction, foster leadership, and enhance mutual support. Retreats provide a forum for the Chancellor to clearly communicate expectations of educational excellence and integrity with the executive leadership of the District. ([Executive Retreat agendas](#))

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The Chancellor demonstrates expectations of educational excellence and integrity in the selection and evaluation processes for College presidents. ([President Job Description](#), [evaluation of presidents](#), [CEO selection BP if applicable](#)) The Chancellor holds the Presidents accountable for jointly established annual performance goals, clearly articulated standards for student success, student achievement, enrollment management, educational excellence, and financial sustainability. ([President performance review](#), [360 sample](#), [communication regarding FTES](#)) The Chancellor maintains regular communication with the College Presidents and is available as needed for consultation and collaboration. The Chancellor assures ongoing support for effective operation of the Colleges when meeting individually with College presidents and engages regularly in discussion of any needs, concerns, or opportunities presented by the Colleges. ([President Job Description](#), [Chancellor job description](#), [BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#))

Analysis and Evaluation:

The Chancellor communicates expectations for educational excellence and integrity and support for effective College operations through regular meetings, electronic communications, College activities across the District, civic engagement throughout the region, and reports at the meetings of the Governing Board. ([District Council agendas/minutes](#), [CSEA appreciation breakfast agenda](#), [Institute Day Spring 2016 activities](#), [In-Service Day agendas](#), [Board meeting minutes](#), [Board Connections](#))

The Chancellor worked with the College Presidents to update the District Functional Map to accurately reflect the current structure of support for College operations. ([Function map](#), [District Org Chart](#)) The Functional Map clarifies the District and Colleges' roles and responsibilities across all functional areas and serves to inform planning for organizational change to meet the needs of the Colleges and Central Services. The District makes publicly available the policies and job descriptions that are useful in providing clear roles, responsibilities, and authority for employees across the District. ([BP 2430 \(Delegation of Authority to the Chancellor\)](#), [BP 2430.1 \(Delegation of Authority to the President\)](#), [Job descriptions of chancellor, president, and other cabinet level employees](#))

IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard:

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The District includes a well-defined set of centralized services in support of the Colleges. The District organization chart identifies the areas of responsibility that are denoted as Central Services. (District org chart) Clarification of roles and responsibilities is available in the Functional Map which provides a crosswalk of all support functions and indication if they are centralized, decentralized, or shared responsibilities. (Functional map) The District and College websites provide public information regarding the operational areas of responsibility. (Link to home page of Yosemite.edu and MJC about page)

Central Services and the YCCD Colleges review services and make adjustments when it is determined that current distribution of services do not effectively meet expectations. In 2013, the Modesto Junior College media services and information technology services were centralized and became part of the District Information Technology Services department. (Board agenda/minutes documenting reorganization, May or June of 2013?) The transition of media and technical services to Central Services has increased the communication across sectors of the instructional support services operation necessary to ensure consistent, high-quality delivery of technology services across the College. In a similar manner, the Chancellor initiated an organizational change to address facility management and maintenance issues at MJC effective July 2015. This reorganization has resulted in drastically improved campus aesthetics, improved responsiveness to work requests, enhanced athletic field maintenance, more attractive campus grounds, and significantly cleaner instructional spaces. (Board action assigning Judy to MJC June 2015)

Central Services staff members actively participate in the accreditation self-evaluation processes for the Colleges. (List of Standard team membership for both college reports (highlight Central Services folks; calendar: Standard III meeting w/CS – May 2017) The major support and responsibility areas of information technology, human resources, fiscal services, public information, and physical plant maintenance engage in evaluation of effectiveness of meeting the support needs of the Colleges through program review. (Program review samples)

Analysis and Evaluation:

The Yosemite Community College District is organized to provide adequate support to the Colleges in achieving their missions. (District org chart) The effectiveness of centralized and decentralized services is regularly evaluated to ensure that the distribution of services is meeting the support needs of the Colleges. (Program Review samples, organization discussions on Cabinet agendas)

The District uses program review, data from tracking systems, follow-up, and surveys to determine effectiveness of services in supporting the Colleges in achieving their missions. (Program review, work order data, sample surveys) When organizational changes are determined to be necessary, they are coordinated with those likely to be impacted by the change, and communicated broadly across the District and Colleges. (Board Connections, email, MJC Organizational Chart)

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IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard:

The District has policy and an allocation model that provide a framework for allocation and reallocation of resources adequate to support the effective operations and sustainability of the Colleges and District. (Allocation models, [BP/AP 6200 \(Budget Planning\)](#)) District-wide internal planning strategies are organized under the “YCCD Five Year Plan – a Strategic Vision for 2016-2021”.

(<https://www.yosemite.edu/chancellor/Five%20Year%20Plan%202016-2021.pdf>) The District Budget Planning Timeline is posted on the controller’s webpage for reference to deadlines. (<https://www.yosemite.edu/controller/>)

Budget allocation and prioritization discussions begin with the Chancellor’s Cabinet and the President’s Meetings. Proposed budget targets are discussed with the Chancellor’s Cabinet and District Council. Priorities are set and, as state budget information becomes available, budget allocation decisions are made.

The District Budget Planning Timeline is distributed and is posted on the [Controller’s webpage](#) for reference and deadlines [YCCD Budget Development Timeline 2017-18.

<https://www.yosemite.edu/controller/controllerfiles/2017-18%20Budget%20Planning%20Timeline.docx>

YCCD Controller Webpage. <https://www.yosemite.edu/controller/>) The District Budget Analyst distributes salary and benefit projections to the two colleges and central services departments in early February for review and position confirmation [Email - Budget Analyst to Colleges requesting Salary and Benefits Update

http://www.gocolumbia.edu/accreditation/Email_2016-17_Fund_11_Salary_Fringe_Budget.pdf

]. The areas then return the updated information by early March. The College develops a budget through its participatory governance process and submits a tentative budget to the District in April. (MJC tentative budget, 2017; RAC minutes) Annually, the proposed District budget is reviewed and adopted by the Governing Board. (Agendas/minutes 9.14.16) Revisions to the adopted budget are presented to the Governing Board for consideration and approval when mid-year adjustments are required. (Board agendas/minutes March 2016, October 2015)

This Tentative Budget is developed to ensure the Board of Trustees can approve the budget at its June board meeting since the state normally passes its final budget in the month of June [Board minutes]. When the state budget is passed in June, the District makes final adjustments to district wide budgets using various established allocation guidelines and priorities discussed in Chancellor’s Cabinet. The Final Budget is taken to the Board of Trustees in September [Board Budget Study Session].

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Resource allocation is linked to district wide strategic planning with enrollment management driving the allocation of operational resources. The YCCD Resource Allocation Model was revised in 2014-2015 to align with SB 361, the state's funding allocation model adopted in 2007 for Community Colleges [[Resource Allocation Model](#), [Budget Model](#)]. Initial implementation of the alignment with SB 361 will take place over a three-year period, beginning in 2015-2016, in order to provide time for the colleges to adjust to the equalizing of their college budget allocations.

SB361 alignment will be on-going with annual adjustments based on funded FTES, central services operating costs, and state apportionment and other changes in general unrestricted fund revenue. The resource allocation model assures that the colleges receive what they earn after the cost of services provided by the district office. The model allocates resources to the two colleges and to central services, district wide services, and regulatory costs.

The model is adjusted modestly from SB361 to recognize the small college in the Yosemite Community College District, Columbia College. The allocation is based on an 85% / 15% split rather than the actual FTES ratio between the colleges of 88% / 12% FTES. Modesto Junior College earns approximately 88% of the total FTES, and Columbia College earns approximately 12% of the total FTES. Distributions of new resources are allocated first to non-discretionary budgets (permanent salaries and benefits, energy, and regulatory increases) and then to discretionary budgets (supplies, materials, services, and other operations).

Growth is allocated to the colleges on the basis of FTES. The amount allocated to each college depends upon its generation of funded FTES based on the YCCD Resource Allocation Model ([Budget Allocation Model](#)). The YCCD Resource Allocation Model for funding growth FTES is updated annually for changes in the FTES funding rates, hourly rates for part-time overload costs, and hiring new full-time faculty positions. The colleges receive funding for growth FTES at approximately 60% of the apportionment dollars earned from the state per FTES.

The CCCCO annually sets a Faculty Obligation Number (FON) representing the total number of fulltime faculty required based on past years' data and FTES generation. Within the district, each college is assigned a certain number of these positions. The FON is adjusted between the colleges in line with increases or decreases in FTES generation.

Under the direction of the Chancellor, the Executive Vice Chancellor of Fiscal Services leads the annual budget development process in accordance with the published timeline. ([Budget process, timeline for budget development, launch emails](#)) Budget allocation and prioritization discussions begin with the Chancellor's Cabinet and the Presidents' meetings. ([Cabinet agendas](#)) The Executive Vice Chancellor distributes a target budget allocation to the College in March. The College develops a budget through its participatory governance process and submits a tentative budget to the District in April. ([MJC tentative budget, 2017; RAC minutes](#)) Annually, the proposed District budget is reviewed and adopted by the Governing Board. ([Agendas/minutes typically September](#)) Revisions to the adopted budget are presented

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to the Governing Board for consideration and approval when mid-year adjustments are required. ([Board agendas/minutes March 2016, October 2015](#))

The Governing Board regularly evaluates the policies and procedures related to resource allocation and fiscal compliance. ([BPs with review dates, schedule of policy review, allocation model](#)) The District instituted a budget allocation model that reflects the SB 361 State budget formula and the small size of Columbia College which creates proportionately higher operational costs. ([Allocation model](#)) The model preserves the percentage of new funds allocated to Columbia College at 15% whether the new funds are distributed across the Colleges and Central Services, or only allocated to the Colleges.

YCCD exceeds the State recommended minimum 5% reserve and maintains a minimum 10% reserve as established in the Board Special Priorities. ([Board Priorities, agenda/minutes of adoption \(Oct 2016?\)](#)) This higher-level reserve serves to ensure the District's continued fiscal sustainability. ([Audit reports, quarterly fiscal projection/report samples](#))

The District and Colleges have established effective Board Policies and operating practices that serve as mechanisms to control expenditures. ([BP and sample guidelines from AI](#)) Each month, the Governing Board reviews warrants greater than \$5,000 as part of their financial oversight of the District. ([Sample agenda](#)) The Chancellor routinely ensures that the District financial status is reported to and reviewed by the Board of Trustees. ([Sample agendas](#)) The Governing Board has a cycle of annual financial presentations including tentative budget proposal, final budget adoption, annual financial audit, a bond financial audit report, year-end balance and final report, quarterly financial reports, and bond construction project updates. ([Samples of all including agenda/presentations that are available](#))

Under the leadership of the Chancellor, the College Presidents, administrators, faculty leaders, and staff work collaboratively to ensure effective control of expenditures leading to financial sustainability of the District. The College Presidents are responsible for the management of their college budget and ensures appropriate processes for budget development and allocation of financial resources in support of the college mission. ([President Job Description](#), [RAC Guiding Principles](#), [resource allocation model at MJC](#), [resource allocation model at YCCD](#))

The District follows established policy and procedure, regulations, and accepted accounting practices in managing resources. ([District Audit report](#). [District budget](#) [Resource Allocation Council](#). [Evidence of RAC completing an allocation cycle](#)) The District annual audit reports reflect the integrity of the institution's financial management and stability. ([District Audit report](#)) The District is audited annually to assess its practices and compliance with proper accounting principles. *Audits of the 2013-14, 2014-15, and 2015-16 activities gave the following unqualified opinion: The financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the fiduciary activities of Yosemite Community College District, as of June 30, 201X, and the respective changes in its financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.* ([Audits, 2013-14, 2014-15, 2015-16](#)[678].

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While its financial aspects were clear, the District did have a significant finding in both [2013-14](#) and [2014-15](#) in the Information Technology area. Auditors noted that “effective internal controls are not operating effectively.” In [2013-14](#), the area was also cited for not removing access from all terminated employees. Since that time, the District has instituted new protocols and procedures to ensure full compliance with effective practice. In the [2015-16 audit, page 74](#), the district’s Corrective Action Plan described the repairs undertaken to correct these deficiencies [678].

Analysis and Evaluation:

Yosemite Community College District has a long history of financial solvency and strong support from the Governing Board to ensure a healthy reserve. ([Sample audit summaries, Board Special Priorities](#)) Through effective control of expenditures, the District consistently ends the fiscal year with a positive balance. Allocated resources are sufficient to provide stability and support student learning. District procedures ensure proper oversight of its affairs, as evidenced by recent audits. When issues are identified in an audit, they are attended to in an expeditious and thorough manner.

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard:

The Chancellor delegates full responsibility and authority to the College Presidents to implement and administer District policies without interference and supports the Presidents while holding them responsible for the operation of the Colleges. ([President Job Description, BP 2430.1 \(Delegation of Authority to the President\)](#)) The College Presidents are held accountable for the performance of the Colleges by the Chancellor, the Governing Board, campus constituencies, and the communities served. ([LTAC Evaluation Form 360 Survey, Scorecard, college research website](#))

The College Presidents meet twice monthly with the Chancellor to present plans, report progress, and discuss issues related to each college. ([Meeting invites from Graciela \(Jill to provide email js 5.31.17\)](#)) The framework for accountability is established through annual goal setting between the Chancellor and the College Presidents. The Presidents develop an annual self-evaluation narrative that includes reflection and report of progress made on achieving the established goals. The annual evaluation of the College Presidents also includes a 360 evaluation that is sent to all College employees for response and input. ([LTAC Evaluation Form 360 Survey](#)) The Chancellor completes the comprehensive evaluation with a narrative summary including recommendations for improvement, if needed. Unsatisfactory evaluations may result in reassignment or dismissal of the President. ([President contract](#).)

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[President Job Description, Board Minutes - Dismissal of President,](http://www.gocolumbia.edu/accreditation/2013.2.28_BOT_Special_Meeting.pdf)

http://www.gocolumbia.edu/accreditation/2013.2.28_BOT_Special_Meeting.pdf) The evaluations of the College Presidents are reviewed with the Governing Board during closed session.

Analysis and Evaluation:

The Chancellor delegates full authority and responsibility to the College Presidents to implement District policies without interference. ([BP 2430.1 \(Delegation of Authority to the President\)](#) College Presidents serve as the chief executives and educational leaders of the Colleges. ([President Job Description](#)) The College Presidents ensure the quality and integrity of educational program and support services, the accreditation status, and financial sustainability of their respective Colleges.

IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard:

College strategic plans are integrated with the Yosemite Community College District Strategic Plan through alignment of mission and goals. ([YCCD Strategic Plan, Strategic Plan 2016-2021, CC Strategic Plan, MJC mission, CC mission, YCCD mission statements](#)) The Colleges are invited to participate in the District strategic planning processes and District Council serves as the participatory governance group with primary responsibility for the District Strategic Plan. (*District Council Agenda - Discussion of YCCD Mission Statement.* (2013.04.24).

http://www.gocolumbia.edu/accreditation/2013_April_DC_Agenda_YCCD_Mission.pdf ,
District Council Agenda - District Visioning Meeting Discussion. (2013.09.25).

http://www.gocolumbia.edu/accreditation/2013_DC_Agenda_YCCD_Visioning_Meeting.pdf ,

District Council Minutes - Core Values Discussion. (2015.02.15).

http://www.gocolumbia.edu/accreditation/2015_DC_Minutes_Core_Values.pdf ,

District Council Minutes - Strategic Plan Discussion. (2016.03.23).

http://www.gocolumbia.edu/accreditation/2016_March_DC_Minutes_YCCD_Strategic_Plan.pdf

District Council Minutes - Strategic Plan Update. (2016.01.27).

http://www.gocolumbia.edu/accreditation/2016_DC_Minutes_YCCD_Strategic_Plan.pdf

District Council Minutes - Vision Planning. (2014.03.26).

http://www.gocolumbia.edu/accreditation/2014_DC_Minutes_YCCD_Vision_Planning.pdf)

The Colleges use their internal planning processes to develop goals for their strategic and educational master plans and maintain alignment with the District Strategic Plan. ([MJC and CC planning process diagrams or descriptions](#)) The design of the YCCD Strategic Plan affords the Colleges autonomy and responsibility for implementing the broad goals and

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objectives of the District plan specific to the College needs and institutional conditions. ([Strategic Plan 2016-2021 YCCD, CC Strategic Plan](#)) All MJC strategic plans are developed to support the MJC Strategic Directions which support the YCCD Strategic Plan. Each College plan includes an evaluation plan to assess the effectiveness of its activities. (EMP, p. 23-30; Student Equity Plan, p. 56 – 61; 2011 CTC Plan, p. 11 – 19)

The effectiveness of College and District integrated planning is evaluated through annual self-evaluation of committees and plans, including review and dialogue on goal achievement during strategic planning activities. Effectiveness of integrated planning is also evaluated through regular review of mission statements and goals for alignment. ([See MJC Follow up report 2013](#), [MJC evaluation results 2016](#), [MJC Retreat report 2017](#))

Analysis and Evaluation:

Yosemite Community College District has established processes for strategic planning. ([DC Charge, membership, and role & responsibility for CC and MJC](#)) The planning process provides a framework for integrated comprehensive planning in support of student learning and achievement across Central Services and the Colleges. District Council has primary responsibility for developing and implementing the District Strategic Plan under the leadership of the Chancellor.

The YCCD Strategic Plan serves as the overarching plan for the District and all other plans are integrated with the goals set forth in the Plan. ([Develop graphic tying district goals to both sets of college goals](#)) Each college follows their internal planning processes to establish a Strategic Plan and Education Master Plan that lead to improved student learning and achievement and institutional effectiveness. ([Strategic Plan 2016-2021, CC Strategic Plan, MJC and CC Educational Master Plans](#)) The strategic plans include measurable goals with benchmarks and annual reports of progress are made publicly available on the District and College websites. ([Link to sites](#)) District plans for technology and facilities are tied directly to the YCCD Strategic Plans. These plans are developed under the direction of the Chancellor's Cabinet level administrators and approved through the participatory governance process at District Council which makes recommendation to the Chancellor. ([YCCD Technology Executive Scan \[requested from Graciela via email on 5.31.17\], MJC Facilities Plan approval agenda, minutes DC agenda minutes 2.24.16 page 2](#) includes YCCD Strategic plan update) These plans support student success and achievement at the Colleges through direct links to the goals of the YCCD Strategic Plan.

The District has established a framework for ensuring the integration of District and College level strategic and operational plans. The integration relies on collaboration and cooperation between Colleges, the Colleges and District, and the District Council and has resulted in plans that reflect a common intent to improve student learning and achievement and increased institutional effectiveness. ([Plan crosswalk](#)) Assessment of the effectiveness of strategic planning processes at the District level is codified in the District Council Statement of Principles as a major responsibility of this participatory governance body. ([District Council Statement of Principles](#)) Effectiveness of integrated planning is reflected in the

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Scorecard of student achievement that is presented annually to the Governing Board.
(Agenda samples Nov 2015, November 2016)

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard:

The District has established multiple channels of communication to ensure effective operation of the Colleges, including:

- Board Meeting Announcements
- Board Connections (brief highlights)
- Departmental newsletters, e.g. Fiscal Services, Facilities
- Human Resources training sessions
- Budget Presentations
- Policy & Procedure Committee announcements
- District Council announcements seeking items to add to the agenda

([Announcements of Board Meeting 1/18/17](#), [Board Connections 9/14/16 & 3/9/17](#), [Risk Newsletter](#), [Facilities Newsletter](#), [Human Resources email](#), [Budget Presentations by EVC Scott](#), [Policy & Procedure Committee Update 9/30/16](#), [Agenda - District Administrative Council 1/25/17](#), [Agenda - District Administrative Council 5/22/17](#), [Board minutes](#))

Collaborative activities between the colleges and the district also provide evidence of meeting this Standard, including:

- Joint meetings of the two colleges' administrative teams
- District Administrative Council meetings
- Joint meetings of the Academic Senate executive boards from both colleges
- Cross-college initiatives discussions ([Agenda - Joint Exec Meeting 1/13/17](#))

([Agenda - Joint Exec Meeting 1/13/17](#), [Agenda - Joint Exec Meeting 5/25/17](#); [Agenda - District Administrative Council 1/25/17](#), [DTAC](#), [District Campus Safety Committee](#), [faculty liaison to the Board](#), [joint Academic Senate Exec Board meetings](#), [OEI joint faculty](#))

The communication is timely, accurate, and complete affording effective decision-making by the Colleges.

Analysis and Evaluation:

Timely, accurate, and complete communication is a strength of the Yosemite Community College District. The College and District websites house agendas and minutes of all the

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councils and committees in the decision-making structure including the Governing Board. ([District Council](#), [MJC College Council](#), [CC College Council](#), [Board of Trustees](#), [MJC Academic Senate](#), [CC Academic Senate](#), [DTAC](#)) The Chancellor provides a synopsis of Governing Board meetings immediately following each regular session via email to all District employees. ([Board Connections 9/14/16 & 3/9/17](#)) The official records of the meetings of the Governing Board are publicly available in accordance with the Brown Act, they are also posted in the lobby of the Central Services building. ([Trustee website](#), [BoardDocs site](#), [sample agendas/minutes](#))

Policy review and revision is the primary responsibility of the District Policy and Procedure Committee, a subcommittee of District Council. ([District Council Statement of Principles](#)) The committee members share the policies and procedures under review with their constituencies and bring back input from all stakeholder groups. ([YCCD Policies and Administrative Procedures](#)) This process facilitates consideration and input on policies early in the review process affording opportunity for all voices to inform the recommendation to the Board of Trustees from the District Council via the Chancellor.

Information Technology maintains 65 active listserves. These listserves include the Districtwide employee list, College employee lists, lists by employee classification, and other identified groups. These listserves afford ease of communication to targeted District populations in a timely fashion. Information Technology also has local oversight and responsibility for employee access to the CCCCCO list serves ensuring that campus leaders have appropriate access to state level communication across their areas of responsibility.

Fiscal services provides regular updates to the Governing Board on all financial and budgetary matters. ([Budget website](#), [Agenda - BOT 6/10/15](#), [Minutes - BOT 6/10/15](#), [YCCD Budget Updates 05/27/15](#)) During the budget development process each spring, budget presentations are made at the Colleges to facilitate understanding of the current outlook during the annual planning process. ([Email budget sample](#))

Since 2014, the Colleges have increased the communication across the district through joint meetings and shared projects. The Presidents hold joint meetings including deans and vice presidents to facilitate interaction and institutional effectiveness in support of student learning and achievement. ([Agenda - Joint Exec Meeting 1/13/17](#), [Agenda - Joint Exec Meeting 5/25/17](#)) Outcomes of the College collaboration include MJC faculty participation in the Online Education Initiative pilot as part of the Columbia College cohort and increased scheduling effectiveness to meet the needs of Oakdale, and joint planning to implement the Strong Workforce Initiative. ([Oakdale courses](#), [Martin assignment to CC](#), [SWP joint proposal form](#))

The Chancellor provides opportunity and encourages sharing at District Council by all stakeholder representatives. District Council is a forum for discussion of recommendations to the Board of Trustees including Board Policy and Administrative Procedure. ([Minutes - District Council 3/22/17](#), [Minutes - District Council 1/25/17](#)) The Chancellor keeps the District Council abreast of budget, FTES, accreditation, educational programs and services,

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and legislative matters through regular convening of this participatory governance group. ([DC meeting schedule](#))

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

The YCCD Strategic Plan 2016-2021 identifies district goals and objectives. ([YCCD Five Year Plan: Strategic Vision 2016-2021](#)) Columbia College, Modesto Junior College, and Central Services worked jointly to determine the district goals and objectives. The Colleges used the goals and objectives in the YCCD Strategic Plan as a framework for their specific goals and objectives delineated in the College strategic plans. ([Graphic of crosswalk of goals between district and college plans need to develop](#)) Annual measures of progress in meeting the goals and objectives of the YCCD Strategic Plan is one means of evaluating the effectiveness of the District system in assisting the colleges in meeting educational goals for student learning and achievement.

The Chancellor meets regularly with the Vice Chancellors, College Presidents, and other directly reporting staff. ([Chancellor's Cabinet Meeting Schedule 2015-2016](#)) The Chancellor delegates authority to these individuals to apply and interpret Board Policy in carrying out the responsibility of their service area and evaluates their performance annually through the performance review process. ([LTAC Evaluation Form 360 Survey](#)) The annual evaluations of the College Presidents include 360 degree input from all College employees. Other members of the Chancellor's Cabinet undergo 360 degree evaluation on a regular cycle in accordance with the Leadership Team Handbook. ([LTAC Handbook](#))

Central Services and the YCCD Colleges review services and make adjustments when it is determined that current distribution of services do not effectively meet expectations. In 2014, the Modesto Junior College media services and information technology services were centralized and became part of the District Information Technology Services department. ([Agenda - BOT 9/10/14](#), [Minutes - BOT 09/10/14](#)) The transition of media and technical services to Central Services has increased the communication across sectors of the instructional support services operation necessary to ensure consistent, high-quality delivery of technology services across the College. In a similar manner, the Chancellor initiated a reassignment to address facility management and maintenance issues at MJC effective July 2015. This reorganization has resulted in drastically improved campus aesthetics, improved responsiveness to work requests, enhanced athletic field maintenance, more attractive campus grounds, and significantly cleaner instructional spaces. In 2015, the Chancellor added an Assistant Vice Chancellor of Research to support the growing research and

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reporting needs of the Colleges. While only filled for 15 months, the District position provided necessary research support to the Colleges while the institutions developed and hired research professionals to provide the reports and analysis necessary in support of improving student achievement and learning. (AVCR Job Description)

Program review is used for evaluation of effectiveness of service areas in supporting the Colleges in meeting their goals for student learning and achievement. (PR Fiscal, PR Public Affairs) District level program review includes evaluation of organization and effectiveness of decision-making of service area as a centralized service. Functional map review during the institutional self-evaluation process also serves as a mechanism of evaluation of effectiveness of district systems. ([Functional Map](#))

Analysis and Evaluation:

Evaluation of outcomes in the program review process leads to reorganization to increase efficiency and to the development of processes to support regulatory compliance. The MJC media services and technology services were reorganized and centralized as part of Central Services Information Technology. ([Agenda - BOT 9/10/14](#), [Minutes - BOT 09/10/14](#)) Fiscal Services was reorganized to include a technology support position specific to financial matters. (Board agenda/minutes) The schedule for Board Policy review ensures that all policies are regularly reviewed in support of alignment with current regulation and institutional effectiveness. ([YCCD Policies and Administrative Procedures](#))

Changes stemming from evaluation of district and college roles and responsibilities are communicated broadly. ([Board Connection 12/16/16](#), [Board Connection 1/13/17](#), [Agenda - BOT 9/10/14](#), [Minutes - BOT 09/10/14](#), [YCCD Policies and Administrative Procedures](#))

Changes are evaluated in the next regular cycle of program review to measure effectiveness of the implemented improvements. ([Public Affairs Program Review](#))

MJC Quality Focus Essay



Through the process of self-evaluation, Modesto Junior College (MJC) has engaged in thoughtful discussion about its progress toward institutional improvement. Our College constituencies reviewed and analyzed work of the last several years, noting areas in which accreditation standards have been met or exceeded, as well as areas that can be improved. MJC identified two action projects where energies will be focused over the next three years, with the goals of improving student learning and student achievement. This Quality Focus Essay (QFE) outlines action projects the College will undertake that build on past successes, honor current work, and align with the Institution’s momentum to strengthen effective, forward-thinking approaches to improve student learning and achievement.

Two themes emerged from the self-evaluation report and, complementing the College’s priorities and linking with Accreditation Standards. These themes have been developed into action projects that will advance ways in which student learning outcomes drive decision-making and improve student achievement rates through the development of guided pathways.

Action Project One: Holistic Support of Student Learning
Action Project Two: Clear Educational Pathways to Improve Student Achievement

The two Action Projects will be implemented through the framework of the new MJC Education Master Plan (EMP) priorities. Progress in meeting identified Action Steps and Timeline milestones will be monitored through formative assessment of the Action Projects as they unfold and summative assessment when they are completed.

Goals for Action Projects are listed separately; however, the College sees them as integrated and complementary, improving outcomes for students and increasing the effectiveness of processes that support those outcomes. Each project aligns with Accreditation Standards:

| Action Project | Desired Goals/Outcomes | Standards |
|---|--|--|
| Holistic Support of Student Learning | <ol style="list-style-type: none"> 1) Strengthen processes that enable faculty to analyze, refine, and document improvement based on learning outcomes 2) Provide regular opportunity for substantive and sustained dialogue about the analysis and refinement of curriculum and pedagogy 3) Institutionalize the integration of outcomes data into institutional planning, resource allocation, and evaluation processes | <ul style="list-style-type: none"> ▪ I.B.2 ▪ I.B.3 ▪ I.B.4 ▪ I.B.5 ▪ II.A.2 ▪ II.A.3 ▪ II.A.11 ▪ II.A.16 |
| Clear Pathways to Improve Student Achievement | <ol style="list-style-type: none"> 1) Enhance support networks for student advising (specialists, counselors, and advisors) 2) Identify and publish entry-level pathways (areas of focus or meta-majors) | <ul style="list-style-type: none"> ▪ II.A.1 ▪ II.C.5 |

Implementation will include multiple councils, workgroups, and other stakeholders, including the Office of Institutional Effectiveness (IE), the Outcomes Assessment Workgroup (OAW), the Program Review Workgroup (PRW), The Resource Allocation Council (RAC), the Student Advising Workgroup (SAW), and the Pathways Workgroup (PW). In addition to these focused groups, the participatory governance structure including Academic Senate, administrators, classified staff, and the Associated Students of MJC will all participate; coordinated through College Council. Each of the named workgroups will have specific responsibilities in the Action Projects. Progress and evaluation will be coordinated through the office of Institutional Effectiveness. The progress and integration of the two Action Projects will be accomplished by:

- Regular reporting on activity progress in College Council
- Coordination meetings with the leaders of each workgroup involved in the Action Projects to align implementation efforts
- Formative evaluation of the implementation process to support continuous improvement
- Summative evaluation of the completed projects

Action Project One: Holistic Support of Student Learning and Student Achievement

Identification of the Problem and Action Project

MJC prioritizes and holds itself accountable for the quality of student learning in its courses and programs. In a cycle of continuous improvement throughout the last accreditation cycle, the College has made major strides in its processes for collecting and reviewing data, including a focus on disaggregated outcome data. Faculty have assessed and mapped course learning outcomes (CLOs) to Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs). Support areas have mapped Support Service Learning Outcomes (SSLOs) to Service Area Outcomes (SAOs) and Institutional Learning Outcomes (ILOs). Disaggregated outcome data is available on the Outcomes Assessment website. With the enhanced ability to review detailed learning outcome data, the College is ready to refine its processes that enable the analysis, improvement, and documentation of program changes, based on review of multiple data sets.

Addressing recommendations from its last Accreditation report, the College implemented a five-year cycle of learning assessment and program review. With the new standard of including disaggregated data in assessment, the College adopted a more robust program review platform, eLumen, and moved to a two-year cycle. Faculty are now able to measure and understand learning outcomes for diverse student groups on a cycle that aligns with curriculum review.

An important next step is to identify processes that incorporate this rich information to improve student learning. With deepened capacity for course assessment, evaluation, and improvement, the College aims to strengthen the processes by which individual and group analysis shape these changes. Evaluation processes that assess, analyze, and document program improvements based on student learning will be solidified to establish a comprehensive and consistent approach to institutional effectiveness. The College has

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identified a need to strengthen processes that lead to meaningful, relevant analysis of learning and documented improvement of courses and programs in a full cycle of integrated planning.

Desired Goals/Outcomes

For the Action Project of Holistic Support of Student Learning and Student Achievement, three goals are developed that lead to deep institutionalization of the process of evaluation. Each goal includes specific, targeted outcomes:

Goal One: Strengthen the processes that enable faculty to analyze, refine, and document improvement, based on learning outcomes

Outcomes:

1. Established baselines and targets for knowledge of assessment techniques
2. Increased understanding of learning outcomes design and measurement

Goal Two: Provide regular opportunity for substantive and sustained dialog about the refinement of curriculum and pedagogy to increase student learning

Outcomes:

3. Established processes for substantive discussion and evaluation of outcomes assessment leading to program improvement

Goal Three: Institutionalize the integration of outcomes data into planning, resource allocation, and evaluation processes

Outcomes:

4. Increased student learning based on program improvement

To accomplish the goals established for Action Project One, action steps, timelines, responsible parties, and necessary resources are outlined in the table below.

Work Plan Abbreviations:

IE: Institutional Effectiveness

OAW: Outcomes Assessment Workgroup

PDCC: Professional Development Coordinating Committee

PRW: Program Review Workgroup

RAC: Resource Allocation Council

Action Project One Work Plan

| Action Project One: Holistic Support of Student Learning | | | | |
|---|--|-------------|--------------------------------------|---|
| Goal | Action Steps | Time-line | Responsible Parties | Resources |
| Goal 1: Strengthen the processes that enable faculty to analyze, refine, and document improvement, based on learning outcomes | Conduct analysis of current level of knowledge of assessment techniques | Fall 2017 | Office of IE; Assessment Coordinator | Time and effort |
| | Review and assess current outcomes reporting processes | Fall 2017 | Office of IE; Assessment Coordinator | Time and effort |
| | Develop a timeline and process steps for deep review of all SLOs | Spring 2018 | OAW | Outcomes of data and process analysis |
| | Plan professional development for: <ul style="list-style-type: none"> ▪ Designing SLOs with meaningful, real-world application ▪ Data reporting and analysis ▪ Program improvement from learning outcomes | Fall 2018 | PDCC | Collaboration w/OAW; Outcomes of data and process analysis; Time & Effort |
| Goal 2: Provide regular opportunity for substantive and sustained dialog about the refinement of curriculum and pedagogy to increase student learning | Enhance mechanisms for all constituents (including adjunct faculty and students) to engage in dialog about outcomes assessment | Fall 2018 | OAW; Academic Senate | Support for discussion events |
| | Establish a feedback process in program review for peers and administrators to provide comments | Spring 2019 | PRW | Visual illustration of feedback process |
| | Conduct annual program review events to analyze and discuss attainment of ILOs | Fall 2019 | PRW | Support for collegewide program review event |
| Goal 3: Institutionalize the integration of outcomes data into planning, resource allocation, and evaluation | Document steps for embedding outcomes data and achievement data in planning, allocation, and evaluation processes | Fall 2018 | Office of IE; PRW; OAW; RAC | Time and effort |
| | Implement, assess, and refine a cycle of integrated planning and evaluation, using learning data | Fall 2019 | Office of IE; PRW; OAW; RAC | Formative Assessment; Time & effort |
| | Publish a timeline and processes for data-informed planning, resource allocation, and evaluation | Fall 2019 | Office of IE; PRW; OAW; RAC | Visual illustration of integrated planning model |

Action Project Two: Clear Educational Pathways to Improve Student Achievement

Identification of the Problem and Action Project

MJC administrators, faculty, and classified professionals are mindful that clear program choices and targeted student support are needed to help students reach their educational goals. Focused efforts on education planning for individual students and advising toward certificate and degree completion have been a priority in the last several years. Degree and certificate completion rates have increased in the last three years from 1,836 to 2,236, an increase of 400 awards (22% increase). The student population grew by only 360 students during that timeframe (1.5% increase). While progress in completion rates is noted, the College acknowledges there is still work to do to increase the number of students who complete degrees and/or transfer to four-year institutions. Forty-three percent of degree, certificate, and/or transfer-seeking students accomplished their educational goal within six years (2017 Student Success Scorecard). The College set an aspirational goal to increase its completion rate by ten percentage points by 2022 to 53%. In order to accomplish that goal, College constituents are committed to improving the programs and services available to students through the development of a guided pathways model.

The College has engaged in deep review of effective practices that would lead to improved student achievement. In the last eighteen months, MJC has thoroughly explored the model of guided pathways. Several presentations and dynamic discussions occurred about the traditional approach of menu-based options for students compared to clear, but more narrow pathways. Division deans collectively read and discussed *Redesigning America's Community Colleges* (Bailey, Jaggars, and Jenkins, 2015), and are now leading readings and discussions of the book with division faculty. Two summer faculty retreats included professional development and faculty discussion of the guided pathways model.

Development of a guided pathways model is a key objective in the newly drafted MJC Education Master Plan. College administrators, College Council, the Academic Senate, and the Board of Trustees have reviewed the ideas embedded in the model and officially declared their support.

Focused educational pathways may mean fewer but more clearly developed choices for students. Instructional faculty and counselors recognize the need to redesign student advising in order to address the challenges associated with meeting the needs of 24,000 students. A guided pathways model will require planning that involves difficult conversations. There is sincere commitment from the Institution that discussions throughout the development process will include broad opportunity for engagement from faculty.

The College recently attended the Achieving the Dream Conference in San Francisco (February, 2017). Twenty-five MJC stakeholders attended, including instructors, counselors, staff members, and administrators. The team focused on workshops about pathways, specifically, the effective use of data, and redesigning student advising. These campus leaders returned with a strengthened commitment to help the College understand the transformative possibilities of guided pathways.

MJC is dedicated to the community and the students who come to learn. They are the first priority. There is clear understanding that too many of the students who enroll never reach

their stated educational goals. The College is committed to collegial, collaborative work to develop a pathways model that can be broadly supported by faculty and staff and that will improve student achievement. Over the last two years, the College has expanded capacity in its Student Services division, piloted new approaches in developmental education, and explored guided pathways through campus-wide reading and professional development. These experiences have greatly increased the institutional readiness to take on the work of redesigning ways to assist students in reaching their educational goals.

Desired Goals/Outcomes

For the Action Project of Establishing Clear Educational Pathways for Students, two goals are developed that lead to an institutionalized model of guided pathways. Each goal includes specific, targeted outcomes:

Goal One: Strengthen support networks for student advising (to include a team of specialists, counselors, and advisors)

Outcomes:

1. Established baselines and targets for student success and retention
2. Improved intervention for at-risk students
3. Increased student success and retention rates

Goal Two: Establish entry-level pathways (areas of focus or meta-majors) for students

Outcomes:

4. Published educational pathways with schedules and milestones
5. Increased number of students who declare clear educational choices
6. Increased student completion rates

The two goals established for Action Project Two are closely integrated. Activities for each goal will inform activities of the other. To accomplish the goals in Action Project Two, action steps, timelines, responsible parties, and necessary resources are outlined in the table below.

Work Plan Abbreviations:

IE: Institutional Effectiveness

PDCC: Professional Development Coordinating Committee

PW: Pathways Workgroup

SAW: Student Advising Workgroup

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Action Project Two Work Plan

| Action Project Two: Clear Educational Pathways to Improve Student Achievement | | | | |
|---|---|---------------------|---|---|
| Goal | Action Steps | Time-line | Responsible Parties | Resources |
| Goal 1: Strengthen support networks for student advising (to include a team of specialists, counselors, and advisors) | Analyze student numbers and needs according to individual program majors | Fall 2017 | Office of IE | Student enrollment data |
| | Identify cohort groups of students that align with academic areas | Fall 2017 | Dean of IE; Instructional deans; SAW | Program data |
| | Provide professional development to faculty advisors re: mentoring and student group advising | Summer 2018 | PDCC; SAW; counselors | Student need and program data analysis |
| | Pilot early alert system with faculty, counselors, and specialists | Fall 2017 | Counselors; specialists; small group of faculty | Training in Early Alert technology |
| | Pilot electronic education planner for students | Fall 2017 | SAW; Counselors | Training in electronic Ed Plans |
| | Measure retention, success, and persistence for students in cohorts | Fall 2018; annually | Office of IE | Student outcomes data |
| Goal 2: Establish entry-level pathways (areas of focus or meta-majors) for students | Analyze program requirements, current division structures, and student course-taking patterns | Spring 2018 | Dean of IE; Instructional deans | Enrollment management data; program requirements; division structures |
| | Develop recommendations for 5 to 7 general discipline areas of focus | Spring 2018 | PW; Instructional deans | Time and effort |
| | Align programs with meta majors | Spring 2018 | PW; deans | Time and effort |
| | Develop orientations and career exploration workshops for each meta-major | Fall 2019 | PW; counselors; advisors | Funding for workshop materials |
| | Develop program plans and schedules for each pathway | Fall 2019 | PW; advisors; counselors | Enrollment management software |
| | Measure retention, success, and persistence for students in pathways | Fall 2020; annually | Office of IE | Student outcomes data |

Improvement of Student Learning and Achievement

The purpose of the Quality Focus Essay is to outline targeted plans that will improve key elements of Modesto Junior College and increase student learning and achievement. Ideas for the QFE were developed through the process of self-study, and approved by the constituent-based Accreditation Council. The two Action Projects identified by the College provide support for existing institutional efforts to increase student learning and student achievement in specific ways.

First, the Action Projects will strengthen evaluation efforts that measure progress in meeting the College mission and priorities as outlined in the Strategic Directions and Education Master Plan. The increased use of learning and achievement data to drive planning and resource allocation efforts will assure evidence-based decision-making at all levels. As the College increases its reliance on analysis and evaluation of data, implementation of interventions and programs are more likely to improve student outcomes.

Second, increased opportunities for substantive dialog in using student learning and achievement data to inform the redesign of curriculum and advising structures will increase organizational learning and broaden the collaborative contributions of faculty, administrators, students, and classified professionals. These projects require expertise from many levels. The greater the engagement in data analysis and development processes, the greater the motivation, collaboration, and improvement of College structures that help increase student learning and achievement.

Finally, the focused purposes of each Action Plan will increase institutional capacity to:

- Understand and employ student learning and student achievement data in meaningful ways to establish a full cycle of integrated planning
- Establish clear educational pathways for students that include foundational areas of focus and support services at critical milestones

Evaluation of Action Projects

MJC will evaluate progress toward the goals of the QFE and the effectiveness of the developed action steps, timelines, and processes through formative and summative assessment. Evaluation will begin with documenting baseline student learning and achievement data as well as an analysis of internal structures and practices to understand how and where developed plans from the Action Projects will integrate with existing operations. The activities of the QFE will become essential components in institutional practices and the foundation of the College mid-term report.

The Office of Institutional Effectiveness will coordinate evaluation of the projects, measuring progress of action steps annually. The College will make adjustments and refinements, based on formative assessment, toward the accomplishment of each goal. Summative assessment will measure the identified outcomes of each Action Plan. The College will produce an annual progress report with recommended improvements to action step processes, including:

- Analysis of identified data to identify progress of formative measures

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- Identification of integration with existing College processes and areas of change
- Progress summaries from workgroups regarding successes and challenges in plan implementation
- Outlined steps to address areas of improvement

The College President will communicate progress and evaluation of the Action Projects to College Council annually and as needed.

The two Action Project Outcomes will be measured in the following formative and summative ways:

Action Project One Evaluation Plan (Holistic Support of Student Learning)

| Action Project One: Formative and Summative Measures by Outcome | | |
|--|---|--|
| Outcome | Formative Measure | Summative Measure |
| 1. Established baselines and targets for knowledge of assessment techniques | <ul style="list-style-type: none"> Methodology for baseline and target data is agreed on by Outcomes Assessment Workgroup | <ul style="list-style-type: none"> Definitions, baseline, and target data are published |
| 2. Increased understanding of learning outcomes design and measurement | <ul style="list-style-type: none"> 65% of faculty participate in professional development activities related to SLO development, analysis, and/or application to program improvement | <ul style="list-style-type: none"> 65% of faculty who participate in professional development activities document SLO improvement, analysis, or program improvement |
| 3. Established processes for substantive discussion and evaluation of outcomes assessment leading to program improvement | <ul style="list-style-type: none"> 75% of faculty participate in program discussions, peer review, or program review parties 75% of administrators participate in peer review or program review parties | <ul style="list-style-type: none"> 75% of programs complete the cycle of evaluation |
| 4. Increased student learning based on program improvement | <ul style="list-style-type: none"> 75% of programs that complete the cycle of evaluation implement program improvements | <ul style="list-style-type: none"> 55% of programs that undergo a full cycle of evaluation document increased student learning |

Action Project Two Evaluation Plan (Clear Educational Pathways)

| Action Project Two: Formative and Summative Measures by Outcome | | |
|--|--|---|
| Outcome | Formative Measure | Summative Measure |
| 2. Established baselines and targets for student success and retention | <ul style="list-style-type: none"> Methodology for baseline and target data is agreed on by College Council | <ul style="list-style-type: none"> Baseline and target data are published Target data align with IEPI goals |
| 2. Improved intervention for at-risk students | <ul style="list-style-type: none"> 65% of students referred through Early Alert receive support services | <ul style="list-style-type: none"> Success rates for students referred through Early Alert increase by 3 percentage points |
| 3. Increased student success and retention rates | <ul style="list-style-type: none"> 75% of students are satisfied with student advising network | <ul style="list-style-type: none"> Success rates for students who participate in student advising activities increase by 3 percentage points |
| 4. Published educational pathways with schedules & milestones | <ul style="list-style-type: none"> Pathways, program schedules, and milestone services are published and shared with students | <ul style="list-style-type: none"> 65% of new students participate in a meta-major orientation |
| 5. Increased number of students who declare clear educational choices | <ul style="list-style-type: none"> 50% of new students enroll in a meta-major pathway | <ul style="list-style-type: none"> 50% of students in meta-majors enroll in a guided program pathway |
| 6. Increased student completion rates | <ul style="list-style-type: none"> 65% of students who declare an educational pathway earn 15 credits | <ul style="list-style-type: none"> 53% of students who earn 15 credits complete a certificate, degree, or transfer |

Finally, the overarching purpose of the two Action Plans is to increase the applied understanding of the intersection of student learning and achievement evaluation. The College has invested in personnel, technology, and professional development to build capacity in data retrieval, data visualization, and data analysis. MJC is now ready to focus its efforts on evaluating data and applying analysis to program improvements. The Action Plans of Holistic Student Learning and Clear Educational Pathways will increase institutional capacity to improve student learning and its impact on student achievement.

Actionable Improvement Plans



In addition to the projects outlined in the QFE, the College identified several Actionable Improvement Plans (AIP) throughout the Self-Evaluation that combine to establish the deep institutionalization of the process of evaluation. The table below outlines each AIP with a timeline and assigned responsibility. The plans are listed in chronological order of implementation.

| Plan | Standard | Timeline | Responsible |
|---|----------|-------------|---|
| Enhance technology training by developing a campus-wide plan for assessing training needs, coordinating targeted professional development through Professional Learning Network (PLN) and campus resources, and evaluating the effectiveness of training. | III.C.4 | Spring 2018 | College Technology Committee (CTC); PDCC |
| Strengthen the college system of engaging in, reporting on, and measuring how professional development supports the mission and priorities of the College. | III.A.14 | Fall 2018 | Professional Development Coordinating Committee (PDCC) |
| Design evaluation and communication guidelines to strengthen regular review and assessment of governance and decision-making structures. | IV.A.7 | Fall 2018 | EAV Workgroup; Office of Institutional Effectiveness (IE) |
| Develop an evaluation process to strengthen the planning and implementation of processes, structures, and new projects, including improving the communication of evaluation results to campus stakeholders. | IV.A.1 | Fall 2018 | Office of IE; EAV Workgroup |
| Improve evaluation processes to: a) increase capacity to assess/analyze results b) institute a clear cycle of evaluation for College processes and structures c) improve the documentation of evaluation results and improvement plans | I.B.7 | Spring 2019 | Engaging All Voices (EAV) Workgroup; Office of IE |
| Build on the structures and processes outlined in the EMP to develop a comprehensive cycle of planning, implementation, and evaluation. | I.B.9 | Spring 2019 | Office of IE |
| Build on the culture of understanding and discussing data to strengthen the institutionalization of evaluation processes that improve institutional performance. | IV.B.3 | Spring 2019 | Office of IE |