

## **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**

#### **Standard 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](#)) 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 p. 21) 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](#)) Modesto Junior College embraces professional development as a key component of the institutional commitment to student success and educational excellence. The Professional Development Committee Coordinating Committee (PDCC) Supports the ongoing professional growth of all employees through collegially planned teaching and learning opportunities that promote continuing education, equity, diversity, personal and career advancement, and civic engagement in support of the college mission and strategic plans. ([Engaging All Voices, pg. 46](#), [Great Teacher Retreat 2015](#)) The college commitment to student success was an instrumental factor in joining Achieving the Dream and contracting with the Center for Urban Education to assist in closing the equity gaps in student achievement.

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.

As a result of our work with Achieving the Dream, the college Strategic Plan was developed around four strategic directions that the extended campus community can understand and strive to reach. ([Strategic Plan 2016-2021](#)) The strategic directions reflect the longstanding values of the college and our progress toward achieving them will be made publicly available. The benchmarks are posted online and annually the achievement data will updated to communicate progress in achieving the strategic directions. ([Link to benchmarks when posted online](#)) MJC has made significant strides toward operating as a data informed institution as evidenced by the shift in dialogue from anecdotes toward data that guide decision and recommendation making. ([Evaluation - College Council](#), [Enrollment Data](#), [Fast Facts](#), [Scorecard](#), [Program Review Reports](#), [Research and Planning Data Dashboard Website](#))

#### 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](#), [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

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to improved understanding of college initiatives, goals, and achievement gaps. The input process led to revision of participatory governance structure in 2012 and 2013 leading to strengthened college planning processes including development of Student Equity Plan and the Student Success and Support Program plan in alignment with the MJC Strategic Plan. ([Engaging All Voices](#), [Student Equity Plan](#), [Student Success and Support Plan \(SSSP\)](#), [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](#))

Through input and feedback, MJC identified institutionalization of evaluation of practices and the means of making the evaluations available to all staff to be an area for improvement as presented in the [Quality Focus Essay](#).

#### **Standard 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 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*. ([Engaging All Voices](#)) 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](#)) In the decision-making handbook, the responsibilities, charge, and membership of each council and college committee are established. 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](#), [College Council minutes reviewing actions taken](#))

### 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](#)) 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. 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 whole. ([Agenda 11.9.15 and 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. ([Focus group sample](#))

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### **Standard 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](#)) 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. The representative structure ensures that stakeholders have a 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](#), [District Council Statement of Principles](#)) 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](#), [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](#))

#### **Standard 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 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. ([Academic Senate Website](#)) 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. ([QAW website](#), [PR schedule](#), [sample PR](#), [Instruction Council Website](#), [Student Services Council Website](#), [Engaging All Voices](#)) 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

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forwarded to the Board of Trustees for approval. ([Student Equity Plan](#), [Minutes - BOT 12/9/16](#), [add minutes of Academic Senate when these were approved](#)) 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](#), [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.

#### 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 CCCCO. ([PCAH, BP 4020](#), [Title 5 §51022\(a\)](#)) Using the established processes for local approval, Modesto Junior College maintains currency of instructional courses and programs. Since the implementation of associate degrees for transfer, MJC has received approval for 22 ADTs with an additional 5 currently in the approval pipeline. ([ADT status report](#), [MJC Catalog](#))

As one of the fifteen colleges selected for the baccalaureate degree pilot by the CCCCO, Modesto Junior College has developed upper division courses to fulfill the requirements established for the bachelor's degree in respiratory care. ([Minutes - BOT BS Respiratory Care 2/10/16](#)) These courses meet the standards of rigor for upper division coursework and will prepare students for future graduate studies. ([Minutes - Curriculum Committee 1/12/16](#)) The college has articulation agreements in place that ease transfer for students to University of California and California State University and transfer admission guarantees with nine institutions preferred by MJC graduates. ([TAG website](#), [ASSIST.org](#))

MJC communicates regularly with ACCJC to ensure that all changes requiring substantive change proposals are promptly submitted for review. All programs available 50% or more via online delivery have received approval through the substantive change proposal process. ([ACCJC Substantive Change Approval 2016 -DE](#))

#### **Standard 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](#), [District Council website](#), [MJC Budget Development Graphic](#))

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](#)) 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](#), [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 is used for campus announcements, and holds 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](#))

#### 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](#))



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 Educational Master Plan. ([EMP](#), [Strategic Plan 2016-2021](#))

New Student Days provide exemplary evidence of campus constituencies collaborating on behalf of institutional improvements. ([New Student Day](#), [staff/faculty recruitment email](#)) These Saturday events bring hundreds of prospective students to campus for orientation, assessment, registration, and advising. Faculty, staff, students, and administrators work together to provide an inviting welcome to MJC and an introduction to the instructional and student support programs available. New Student Days serve to increase access and student success as delineated in our SSEP. ([Student Equity Plan](#))

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 samples](#))

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#### **Standard 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. ([Engaging All Voices](#) p. 8, 10-16, 17-18, 20-22) As part of the ongoing cycle of institutional improvement, *Engaging All Voices* is under

review and revision to align the participatory governance structure with the Strategic Plan and Educational Master Plan.

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, Board Policy 7-8049, and *Engaging All Voices*. (Email to MJC September 2012 re: *Engaging All Voices*, [Academic Senate Minutes 2014-2015](#))

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#### Analysis and Evaluation:

The College and District have established, well understood, and effective decision-making processes. ([Engaging All Voices](#), [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.

#### **Standard 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 survey. 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](#))

#### Analysis and Evaluation:

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. MJC identified effective evaluation of institutional practice, policy, and process as an area for targeted improvement and the subject of our [Quality Focus Essay](#).

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](#))

#### **Standard IV.B Chief Executive Officer**

##### **Standard 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 application for the baccalaureate degree pilot program, and launching a redesign of student support services.

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 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](#), [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 has reestablished an office of institutional research for the college. The office of research formally reports to the Vice President of Student Services and directly supports the needs of the President for institutional data and research projects. ([Student Services Organizational Chart](#)) The reporting structure ensures that the data necessary to inform our Student Equity Plan, Basic Skills Plan, and Student Support and Success Program plans remains a clear priority of the institutional research department. The research department has 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.

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The President recognizes the key role that research plays in analyzing and understanding all 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](#)) From the enhanced baseline of common verbiage, a campus culture of data informed decision-making was built through professional development led by our 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 College has a budget development and resource request process that links directly to Program Review. ([MJC Budget Development Graphic](#), [Engaging All Voices pg. 23](#), [RAC IELM Fund Minutes](#)) Program Review is the venue in which program needs are identified and tied to student learning outcomes, institutional goals, and program priorities; it is also the vehicle through which evaluation of assessment and related data is reviewed and analyzed to increase institutional effectiveness. The recent implementation of eLumen has increased the capacity of Modesto Junior College to engage in a comprehensive review of learning outcomes at the course, program, and institutional levels. ([Sample PR](#)) The expanded data sets have been developed and provided by the office of institutional research in support of instructional and student services program review. Modesto Junior College houses the regional Center of Excellence and the Director reports to the President.

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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 meetings upon request. In spring of 2015, the Chancellor expanded the Chancellor's Cabinet to include an Associate Vice Chancellor of Institutional Research. ([Job Description - Associate Vice Chancellor of Institutional Research](#)) The addition of a high level research leader reinforced the President's message and vision of a data-informed college culture.

#### Analysis and Evaluation:

The governance structure, office of college research, and emphasis on student success serve as evidence of the President's commitment to institutional effectiveness. 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 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. The President and Chancellor's commitment to professional development serves as a key component of ensuring the sustainable quality of the institution.

#### **Standard 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, marketing and public information officer, and director of grants and resource development 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](#), [Director of Grants 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 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 office of college research. ([Student Services Organizational Chart](#))

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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 grants and resource development, 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](#))

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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.

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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](#), 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;*
- *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. 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. 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. 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. 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 Document](#), BP 3225, BP 3250)

The president ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. 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.

Institutionalizing procedures for evaluation of overall institutional planning and implementation efforts to achieve the mission of the college is addressed fully in the

**Quality Focus Essay** 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 research office provided the required next step in developing and implementing an ongoing procedure, including data, for such evaluation and analysis.

#### 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)

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. Revisions have also been adopted to ensure the centrality of the Academic Senate for academic and professional matters. 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.

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 short timelines for development and adoption of the Student Success and Support Program Plan and Student Equity Plan require a structure that facilitates quick approval processes. MJC has successfully navigated the new planning timeline requirements and sets forth in the **Quality Focus Essay** a plan for institutionalizing a strengthened process for annual evaluation that will ensure ongoing review leading to improvement of the teaching and learning environment.

#### **Standard 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 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.

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. 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. Additionally, college governance councils have been assigned responsibilities that reflect the Standards and Eligibility Requirements.(EAV, Accreditation Website, Tri-Chair Structure)

#### 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

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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. ([Email w/ACCJC re ALO](#))

#### **Standard 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. 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](#))

#### **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](#))

### **Standard 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:

- Stanislaus Education Partnership - pipeline from pre-K to MJC to CSU Stanislaus
- Career Pathways Partnership Grant
- National Endowment of the Humanities Grant -
- 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

#### **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**

#### **Standard 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. ([Board, Areas Website](#)) 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.

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](#))

The Board receives quarterly financial reports which support close monitoring of the fiscal condition of the District. ([Minutes - BOT 05/13/15](#)) 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, Auxillary audit, and Measure E audit](#))

### **Standard 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 \(Code of Ethics/Standards of Practice\)](#))

#### **Analysis and Evaluation:**

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 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 8 areas in which it may improve its functioning. ([BP 2745 - Board Self-Evaluation](#))

### **Standard 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*

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 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.](#))

#### **Standard 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. 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:

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.

#### **Standard 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 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.

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)

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. **Jill to check with AI on documented source of reserve #.** ([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.

### **Standard 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-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.

**Standard 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, 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. (Review Schedule/cycle)

#### **Standard 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, Educational Master Plans, and Strategic Plans. (Sample agendas/minutes with plan)

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)

##### 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. (Agendas/minutes) Trustees engage with presenters during Board meetings asking insightful questions and glean thoughtful and frank answers from the College on transfer velocity, number of degrees and certificates awarded, equity performance, retention, and student success.

#### **Standard 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 \(Board Education\)](#))

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)

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)

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.

**Standard 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), agendas of evaluation study sessions) 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.

#### **Standard 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.*

#### 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))

#### 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 \(Conflict of Interest\)](#), [minutes with Riley abstention](#)) 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.

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](#)) 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.

#### **Standard 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.*

#### 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. ([Sample agendas and minutes](#))

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](#))

**Standard 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) 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**

#### **Standard 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)**

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 appreciate 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), organization of the District, Job descriptions of chancellor, president, and other cabinet level employees)

#### **Standard 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:**

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 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) 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) Reorganization has been used to realign services when determined that the current distribution of services was not effectively meeting 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)

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, updated org charts)

### **Standard 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)) 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) Annually, the proposed District budget is reviewed and adopted by the Governing Board. (Agendas/minutes typically September) 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) 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, resource allocation model at MJC, resource allocation model at CC)

#### 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.

#### **Standard 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. ([President evaluations](#), [360 sample](#), [Scorecard](#), [college research website](#))

#### Analysis and Evaluation:

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 \(Jill to provide\)](#)) 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. ([Sample self-evaluation](#)) The annual evaluation of the College Presidents also includes a 360 evaluation that is sent to all College employees for response and input. ([Sample 360 instrument](#)) 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](#), [President Job Description](#), [Board agenda](#)) The evaluations of the College Presidents are reviewed with the Governing Board during closed session.

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.

#### **Standard 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](#), [mission statements of the colleges and district](#)) 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. ([DC agendas and invites for strategic planning meetings mission, vision, goals](#)) 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 objectives of the District plan specific to the College needs and institutional conditions. ([Strategic Plan 2016-2021](#) YCCD, CC Strategic Plans)

#### Analysis and Evaluation:

Yosemite Community College District has established processes for strategic planning. ([DC Charge, College Council 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 Educational 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 Tech Plan, Facilities Plan, DC agendas](#)) These plans support student success and achievement at the Colleges through direct links to the goals of the YCCD Strategic Plan. The effectiveness of College and District integrated planning is evaluated through annual self-evaluation of committees 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](#))

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 Scorecard of student achievement that is presented annually to the Governing Board. ([Agenda samples Nov 2015, November 2016](#))

#### **Standard 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. (Announcements of Board Meetings, Board Connections, Board minutes, Fiscal Newsletter, Facilities Newsletter, Human Resources emails, Budget Presentations by EVC Scott, Policy & Procedure Committee, District Council, college and District websites, joint DE Committee meetings, joint deans cabinet meetings, District Administrative Council, District Campus Safety Committee, DTAC, 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 councils and committees in the decision-making structure including the Governing Board. (Screenshots of the following websites showing minutes/agendas and samples of each 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) 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. (Charge of P&P) The committee members share the policies and procedures under review with their constituencies and bring back input from all stakeholder groups. (P&P Review Process) 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 # of active list serves. (List of list serves) These list serves include the Districtwide employee list, College employee lists, lists by employee classification, and other identified groups. These lists serve to 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. (CCCCCO list serve info)

Fiscal services provides regular updates to the Governing Board on all financial and budgetary matters. (Board agendas/minutes) 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. (Sample invites and presentations)

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. (Joint meeting agenda samples) 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. (Schedule of courses in Oakdale, Curtis Martin schedule 2015(?) including online section at CC)

The Chancellor provides opportunity and encourages sharing at District Council by all stakeholder representatives. (Agendas/minutes) District Council is a forum for discussion of recommendations to the Board of Trustees including Board Policy and Administrative Procedure. (Agendas/ minutes) The Chancellor keeps the District Council abreast of budget, FTES, accreditation, educational programs and services, and legislative matters through regular convening of this participatory governance group. (DC meeting schedule)

#### **Standard 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 Strategic Plan) 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. (Meeting schedule of Chancellor's Cabinet, Chancellor's staff meetings) 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. (Management review tools, 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)

Program Review is used for evaluation of effectiveness of service areas in supporting the Colleges in meeting their goals for student learning and achievement. (Sample PR) 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. (Board agenda/minutes) 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. (Board Policy review schedule) Changes stemming from evaluation of district and college roles and responsibilities are communicated broadly. (Board Connections, Board agendas/minutes, website with policy review information, sample email) Changes are evaluated in the next regular cycle of program review to measure effectiveness of the implemented improvements. (Sample of follow up program review (maybe IT or fiscal))