

EXTERNAL EVALUATION REPORT

**Modesto Junior College
435 College Avenue
Modesto, CA 95350**

**A confidential report prepared for
The Accrediting Commission of Schools and Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the External Evaluation Team that visited
Modesto Junior College, October 2-5, 2017**

**Loretta P. Adrian, Ph.D.
Chair**

List of Team Members

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Summary of the External Evaluation Report

INSTITUTION: Modesto Junior College

DATES OF VISIT: October 2 – 5, 2017

TEAM CHAIR: Loretta P. Adrian, Ph. D.

A fourteen member accreditation team visited Modesto Junior College (MJC) on October 2 – October 5, 2017 for the purpose of determining whether the College meets Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the College's accredited status.

In preparation for the visit, the team chair received training on September 23, 2017. The entire external evaluation team received team training provided by staff from ACCJC on September 6, 2017. The team chair and team assistant conducted a pre-visit to MJC on September 7, 2017. During this visit, the chair met with college leadership and key personnel involved in the self-evaluation preparation process.

The evaluation team received the College's self-evaluation document and related evidence several weeks prior to the site visit. Team members found the Institutional Self-Evaluation Report (ISER) to be comprehensive. The ISER describes, in detail, the planning process, programs, and services that support the college mission as well as address the ACCJC's Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed and written with broad participation by the entire college community including faculty, staff, students, and administration, including their colleagues from the Yosemite Community College District (YCCD) Office. The team found that the College provided a very analytical and thoughtful self-evaluation containing several self-identified action plans for institutional improvement. The College's comprehensive Quality Focus Essay (QFE) and Action Improvement Plans (AIP) exemplify the College's desire and motivation to improve institutional effectiveness, especially with regard to achieving a holistic approach to serving diverse students.

On Monday morning October 2, six team members visited the District Office located on the West Campus of MJC, along with colleagues from the Columbia College Visiting Team. The District Visiting Team, composed of MJC and Columbia College (CC) visiting team members, had the opportunity to meet with the District Chancellor, five of the seven Board of Trustees, Executive Vice Chancellor of Fiscal Services, the current District Technology leadership (including the presidents of MJC and CC), and other District Office staff. The remaining eight MJC team members received a tour of the West Campus. In the afternoon, the team was introduced to the College community at a reception held for the team.

During the evaluation visit, team members conducted approximately 70 formal meetings and interviews involving College and District employees, students, and board members. There were also less formal interactions with students and employees outside of officially scheduled interviews as well as informal observations of classes and other learning venues. Furthermore, three members of the MJC team conducted a comprehensive review of online classes. Two open forums provided the College community opportunities to meet with members of the evaluation team. College staff and Board members who attended the open forums were encouraged to talk about the College, their programs, and the student populations served. The team appreciated the deep sense of pride, passion, and love for the College and its students demonstrated by all who participated in the forums.

The team reviewed numerous electronic materials supporting the self-evaluation report as well as additional hard copy and electronic documents requested for review during the visit. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, student achievement data and dashboards, distance education classes, District policies and College procedures, enrollment information, committee minutes and materials, and College governance structure. The team also viewed evidence and documentation through the College's website and electronic copies stored on flash drives provided by the College.

The team greatly appreciated the enthusiasm, support, and hospitality from College employees throughout the visit, especially from the college president, accreditation liaison officer and their immediate staff. The team appreciated key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. College and District staff members met every request in a timely manner and accommodated all requests for meetings and interviews.

The team found the College to be in compliance with ACCJC Eligibility Requirements, Commission Policies, and USDE regulations, except for Standard II.A.7 and the Commission Policy on Distance Education and Correspondence Education; Standards III.B.4, III.C.2; Standards IV.C.7 and IV.C.12. The team found a number of innovative, student-centered, and effective programs and practices issued a number of commendations to the College. The team found that the College satisfies the vast majority of the Standards, Eligibility Requirements, Commission Policies, and USDE regulations, but issued some recommendations to increase effectiveness and/or to meet some of the Standards, ERs, policies, and regulations.

Eligibility Requirements

1. Authority

The team confirmed that Modesto Junior College (MJC) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed the College is operational and provides educational services to 18,042 credit students, 662 noncredit students, and 3,634 students in its community education offerings in fall 2016. Of the credit students enrolled, 32.7 percent were enrolled full-time, with 86.7 percent of the students identifying a primary goal of pursuing transfer, a degree, or career preparation.

The College meets the ER.

3. Degrees

The team confirmed that 80.5% of the courses offered lead to a degree and/or transfer. The majority of MJC students are enrolled in degree programs that include 59 AA/AS Degrees and 24 Associate Degree for Transfer programs. Students are also enrolled in 48 career technical education programs (CTE). A new Bachelor of Science degree in Respiratory Care began this Fall semester, 2017.

The College meets the ER.

4. Chief Executive Officer

The evaluation team confirmed that the Yosemite Community College District Board of Trustees selected Dr. Jill Stearns as the President and Chief Executive Officer (CEO) of Modesto Junior College effective on July 1, 2012. The team found that the Board of Trustees vests requisite authority in the President to administer board policies. The District informed the ACCJC of the appointment of President Stearns, who replaced Interim President Mary Retterer.

The College meets the ER.

5. Financial Accountability

The team confirmed that Modesto Junior College is audited as part of the Yosemite Community College District annual audit. All audits are certified and all explanations or findings are documented appropriately. Audit reports are made publicly available.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.
[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment. The College provided information about how the public may provide third party comments to the College (p. 55). Memorandums provided information about meeting and forums where the public could comment, information about where written comments may be sent. In addition, a link on the College website allowed comments to be emailed directly to the Accreditation Liaison Officer. The College cooperated in addressing any questions or comments from the evaluation team related to this policy.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

X The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

X The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College articulated its institution-standards for student achievement and documented its performance relative to these standards (pp. 26-27). Institution-standards for Course Completion Rate, Completion of Degrees and Certificates, and Transfer Rate were included. In addition, Licensure and Job Placement standards for select programs were included. In addition, the College set institution-set standards for graduation (completion of degrees and certificates) by which it evaluates itself (pp. 26-27 and 84). The College uses Scorecard data and IEPI metrics/data, which is used as aspirational/stretch goals. The College developed a process for reviewing, evaluating and addressing issues and shortcomings related to set-standards (MJC Integrated Planning Supplemental Resources presentation documents provided on October 2, 2017).

Credits, Program Length, and Tuition

Evaluation Items:

X Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

X The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

X Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

X Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

- The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Modesto Junior College uses the Carnegie Units to determine units of credit to be awarded for each course, including courses offered online. These policies conform to commonly accepted practice regarding course content and time invested. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The awarding of academic credit, the B.S. degree requirements, and transfer policies all conform to commonly accepted practice regarding course content and time invested. Tuition is established by the state on a per-unit basis for all colleges in the California Community College system. MJC awards credit based on generally accepted practices. It does not convert clock hours to credit hours.

Transfer Policies

Evaluation Items:

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.
- The institution complies with the Commission *Policy on Transfer of Credit*.
[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution complies with the Commission *Policy on Transfer of Credit*. Policies are included in the College Catalog (p. 61) and describe requirements for acceptance of transfer credit. The College ensures completion of quality work by requiring transfer units to be from

a regionally 5 Revised June 2016 accredited institution. The College allows provides opportunities for appropriate course substitutions when direct course-to-course articulation is not possible.

Distance Education and Correspondence Education

Evaluation Items:

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.
[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College maintains a comprehensive online instruction training program that is required of all faculty who want to teach online. In spite of these elements, the team reviewed approximately 90 – 100 of fully online course sections and found a range of levels of instructor-initiated contact with students. In many cases, contact was infrequent and superficial. Regular and substantive interaction between students and online instructors is limited in terms of feedback for assessing student work. For example, some online instructors post information and general comments/feedback to the class as a whole while others input comments when grading such as "good job" or "don't forget to post a second response to

another student in the class under Discussions.” The college does not presently meet standard II.A7 and the Commission Policy on Distance Education and Correspondence Education.

Student Complaints

Evaluation Items:

- X The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- X The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- X The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
- X The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- X The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.
[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College has an internal process for handling student complaints for grade challenges, Title IX, student conduct, and all other types of concerns relating to student life, and is in the process of improving and streamlining communication/online mechanisms so students have more information on how to voice concerns/complaints to the appropriate department or division.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

- X The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- X The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.
[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The Institutional Self Evaluation Report (page 60) specifically addresses *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

Title IV Compliance

Evaluation Items:

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.
[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

___ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV. The institution provided evidence of external audits, analysis and evaluation (pp. 277-228). Furthermore, there are internal processes to ensure that deficiencies are addressed in a timely manner and remediated. There were no deficiencies reported in the external audits for Measure E, the Modesto Junior College Foundation, and the Great Valley Museum Foundation (p. 228). The institution does not participate in the Direct Loan program and thereby does not have a cohort default rate (p. 60). There are no contractual relationships with other institutions to offer or receive educational, library, and support services other than library subscription services.

MJC Commendations and Recommendations

College Recommendations

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends the College ensures that its mission statement remains consistent in all of the College's working documents and publications. (I.A.1, I.A.4)

College Recommendation 2 (Improvement): In order to improve effectiveness, the team recommends that the College further improve the way it reviews, analyzes, and shares its performance results related to its institution-set standards, and take appropriate measures when these standards are not met. In addition, the team recommends that the College further clarify and improve its uses of institution-set standards in college-wide and program level planning. (I.B.3)

College Recommendation 3 (Improvement): In order to improve effectiveness, the team recommends that the College completes, evaluates, and sustains its cycle of planning as specified in the QFE. (I.B.9)

College Recommendation 4 (Compliance): In order to ensure compliance with accreditation Standards, Commission Policies, and USDE Regulations regarding Distance Education and Correspondence Education, the team recommends the college review and revise its existing processes to ensure that faculty teaching online courses consistently provide regular and substantive interaction with students. (II.A.7)

College Recommendation 5 (Improvement): In order to increase effectiveness, the team recommends that the College ensures that students have access to library services and instruction at the West Campus during all hours of operation. (II.B.1)

College Commendations

College Commendation 1: The team commends the College for its practice in disaggregating data at various levels for different subpopulations and its construction of data dashboards that include disaggregated data for both achievement and learning outcomes including program (PLO), general education (GELO), and institutional (ILO) levels. (I.B)

College Commendation 2: The team commends the College for student-centered programs and practices to improve student achievement, as exemplified in the College's participation in Achieving the Dream, California Guided Pathways Project, Math Emporium, First-Time in College course, RP's Six Factors of Success framework, the CUE initiative, Math and English acceleration and many other initiatives. (II.A)

College Commendation 3: The team commends the College for its innovative Irrigation Technology and Agriculture Mechanic program for offering an Associate of Science degree and short-term training to meet changing workforce needs. (II.A)

College Commendation 4: The team commends the College for exemplary library practices and assessments which have led to the development of help videos on the Library YouTube

channel, targeted workshops, LibGuides for online students, and availability of Chromebooks. (II.B)

College Commendation 5: The team commends the Office of Financial Aid for its student-centered and proactive approach to streamlining the financial aid packaging process so that funds can be disbursed quickly to students. (II.C)

College Commendation 6: The team commends the College for the construction of Glacier Hall for the Allied Health Programs which is outfitted with modern classrooms and laboratories, including instructional technology that support teaching and learning. (III.B)

College Commendation 7: The team commends the Associated Students of MJC for their enthusiasm, dedication, and engagement in creating an inviting, vibrant, and inclusive campus environment for all students, and for their active participation in college governance to ensure that all student voices are heard. (IV.A)

College Commendation 8: The team commends the College for their inclusive and integrated planning for the Bachelor of Science in Respiratory Care. (IV.A)

College Commendation 9: The team commends the innovative and transformational leadership throughout the College for engaging the entire campus community in improving programs and services in support of student learning. (IV.B)

College Commendation 10: The team commends the College for the Leadership Academies in offering professional training for mid-level managers and faculty. The Academies are considered a significant contributor to enhancing the culture of the campus. (IV.B)

Yosemite Community College District Recommendations

District Recommendation 1 (Compliance): In order to meet the standard, the team recommends that the District address the total cost of ownership for physical and technological resources in support of the Colleges' missions, operations, programs, and services. (III. B.1, III.B.4, III.C.2)

District Recommendation 2 (Improvement): In order to improve effectiveness and transparency, the District needs to engage college and district constituencies with timely, deliberative, and collaborative dialogue to coordinate ongoing efforts in the creation, development, and alignment of all college and district plans and planning processes, including college and district-wide strategic plans, facilities plans, technology plans, resource allocation (including one-time funds), and human resources. As well, it is recommended that the District strengthen communication regarding district decisions (III.B.4, III.C.2, III.D.3, IV.A.6, IV.D.6, IV.D.7).

District Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the Trustees act as a collective entity in support of Board decisions. (IV.C.2)

District Recommendation 4 (Compliance): In order to meet the Standards, the team recommends that the Board fully delegate operational authority to the Chancellor and the College Presidents as specified in Board Policies 2430 and 2430.1, and demonstrate through practice their policy-making role while refraining from interfering with the CEO's authority to operate the District/Colleges. (IV.C.7, IV.C.12)

Yosemite Community College District Commendations

District Commendation 1: The team commends the District for their fiscal responsibility in completing facilities bond measure projects that have greatly improved the environment for teaching and learning for students.

STANDARD I.A – Mission

General Observations

Modesto Junior College (MJC) demonstrates commitment to its mission and uses a variety of methods to create, demonstrate, evaluate, and promote the alignment of college planning to fulfill the college mission. Verifiable evidence confirms that the college mission is broadly supported and communicated as well as regularly evaluated for currency and improvement. With an emphasis on student learning and achievement, and supported by qualitative as well as quantitative data, the college mission drives MJC's programs, services, policies, actions, and communications. The College's mission is shared broadly with college constituencies and the external community, both online and in-person. During the visit, the External Evaluation Visit Team clarified a discrepancy between the college mission statement printed on the Institutional Self-Evaluation Report (ISER) and the mission statement found on the college website and various college documents. The team found that the mission statement printed on the ISER to be incomplete, inadvertently omitting a portion of the adopted and board-approved mission statement. The last sentence of the mission statement was inadvertently omitted in the ISER and reads: "We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens." Given the centrality of the college mission to integrated planning and allocation of resources, the team requested clarification and additional evidence of planning activities that considered the full mission statement. The team was satisfied with the information and evidence provided by the College and was reassured that college planning and allocation of resources address and support the mission statement in its entirety.

Findings and Evidence

Modesto Junior College provides evidence that the mission statement describes its broad educational purpose. The mission statement incorporates and supports the mission statements of both the Yosemite Community College District (YCCD) and the California Community College system. MJC utilizes its Program Review as the basis of communication with the college community in terms of how its efforts align with the mission. The College relies on institutional data, the Educational Master Plan, and the Student Equity Plan to identify and discuss its diverse student populations, the challenges of these student populations, and their support needs. MJC utilizes the Strategic Plan, the Educational Master Plan, charrettes, and campus-wide electronic surveys to provide "measureable, guiding directions" and information to promote academic excellence and student achievement. (I.A.1)

MJC uses the Strategic Plan to guide data gathering and analysis and to assess other assessment procedures in support of the mission. Quantitative data gathered through Achieving the Dream Data and Analytics Summits are disaggregated and shared publicly through the Institutional Research Office's dashboards. Qualitative data are attained and analyzed through survey instruments such as the Candy Bar Survey, the Community College Survey of Student Engagement (CCSSE), and Student Equity Focus Groups. Faculty, classified professionals, and administrators regularly assess data that are gathered through a

variety of reviews and communication techniques to measure the quality of programs and services. (I.A.2)

The college mission is in the forefront of MJC's decision-making, planning, and resource allocation. This is evidenced by consistent and regular documentation, such as *Engaging All Voices* decision-making handbook, Resource Allocation Council meeting minutes, funding requests tied to Program Review, faculty hiring prioritization process, division meetings to discuss student retention and various program strategic plans, Basic Skills Initiative meetings and reports, and the Student Equity Plan. MJC communicates the need for aligning all aspects of the college operation to meeting the goals of the mission through bi-annual college-wide meetings, professional development activities, classified professional staff training and support, and management training. Various governance councils set goals and establish reviews based on the mission and the Educational Master Plan. (I.A.3)

MJC created its board-approved mission statement through a collaborative campus-wide effort. It was revised and board-approved in 2012 and in 2016. The mission statement has been published broadly online, in various college documents, in recruitment materials, and in the college catalog. The discrepancy between the published mission statement in the ISER and other college documents, including what is posted on the college website, was satisfactorily resolved during the visit. However, based on the critical importance of the mission statement relative to college planning, the team recommends that the College ensure care and consistency in how the mission statement is published for all internal and external documents. (I.A.4)

Baccalaureate

Modesto Junior College offers one baccalaureate degree in Respiratory Care. The College determined student demand with environmental data provided by the Central Region Center of Excellence. Another important factor in developing the program was the recommendation by the Commission on Accreditation for Respiratory Care (CoARC) and the American Association of Respiratory Care (AARC). In 2016, MJC reviewed and revised the mission statement to reflect the expanded educational opportunities afforded by the approved baccalaureate degree in respiratory care. The revised mission was approved on April 11, 2016 and subsequently approved by the YCCD Board of Trustees on May 11, 2016. MJC began offering its baccalaureate program in respiratory care beginning the fall semester of 2017. (I.A.1)

The Respiratory Care Baccalaureate program was developed from environmental data and advisory committee feedback that established the need for a bachelor-level degree in the field. The Respiratory Care Task Force developed eligibility criteria and an application process that ensured the program would align with the open access mission of California Community Colleges. A College Respiratory Care Task Force designed the program delivery model to meet the needs of working adults. Students will enroll in hybrid courses that will offer face-to-face classes one night each week combined with online instruction. (I.A.2)

The Vice President of College and Administrative Services confirmed that the institution includes the baccalaureate degree program needs in its decision-making and planning processes, including the annual hiring prioritization process. The planning process aligned the baccalaureate program with the institutional mission by directly addressing an emerging, undergraduate workforce need in the regional community. The degree was developed in response to the demand from employers for respiratory care professionals in the Central Valley. The respiratory care accrediting body (CoARC) recommended that respiratory care professionals hold a bachelor's level degree, making the baccalaureate program an important educational step for students pursuing this career pathway. (I.A.3)

Conclusion

The College meets Standard I.A. and ER 6.

College Recommendation

Recommendation 1 (Improvement)

In order to increase effectiveness, the team recommends that the College ensure that its mission statement remains consistent in all of the College's working documents and publications. (I.A.1, I.A.4)

Standard I.B – Assuring Academic Quality and Institutional Effectiveness

General Observations

The team found evidence that the College uses data on student achievement and student learning to plan and implement improvements. The College summarizes institutional level data on student achievement and does well in disaggregating and analyzing both learning outcomes and achievement for subpopulations of students. The College uses a new system, eLumen, which enables faculty to review disaggregated student learning outcomes for use in program review. The College has data dashboards that include disaggregated data for both achievement and learning outcomes, including at the program level (PLO), general education level (GELO), and institutional level (ILO). These data dashboards are openly available to the public. The College's program review incorporates both student achievement and student learning data, which are disaggregated for analysis and review. Data used for assessment and analysis are also disaggregated by program type and mode of delivery.

The College effectively presents student achievement data, including reporting it in a separate section on the ISER. Notably, the College is impressive in its disaggregation of data. However, the team observed a few instances of inconsistencies in the presentation and interpretation of data/information included in the ISER, for example, the 5-Year Trends in Success Rates 2011-16 data table (page 18), the Institution-Set Standards data table (page 26), and the Transfer Table (page 38).

Findings and Evidence

There is evidence of broad dialogue about institutional effectiveness, educational quality, and improvement at MJC. The team also found evidence of the College's concerted efforts in promoting and sustaining a culture of assessment and a practice of continuous improvement. The College's Quality Focus Essay (QFE) that addresses I.B.2, I.B.3, I.B.4, and I.B.5, as well as the Actionable Improvement Plans for I.B.7 and I.B.9, exemplify a strong commitment, motivation, and desire to further cultivate and sustain this culture of assessment and continuous improvement. However, during the visit, it was somewhat difficult to ascertain the comprehensiveness, depth, and efficacy of college-wide dialogues related to institutional effectiveness, student outcomes, student equity, academic quality, and continuous improvement. Responses from those who were interviewed relative to this Standard were uneven and inconsistent; which suggests that the College may need to strengthen communication structures and processes to promote broader and deeper college-wide engagement and dialogue. (I.B.1)

The College routinely disaggregates data in order to drive "reduction of equity gaps in courses," including online courses. The College's new program review software, eLumen, enables faculty to review disaggregated student learning outcomes for use in program review. The College plans to further strengthen its capacity to analyze and use student learning data/evidence for improving programs and services, as identified in the QFE. (I.B.2) (ER 11)

The College defines and articulates its institution-standards for student achievement as well as documents its performance relative to these standards. Institution-standards for course

completion rate, completion of degrees and certificates, transfer rate are also included. In addition, Licensure and Job Placement standards for select programs are identified. The team observed that in 2015-16, the Medical Assisting program did not meet Licensure and Job Placement standards; as well, the Respiratory Care program did not meet the College's Job Placement standards. The College uses Scorecard data and sets Institutional Effectiveness Partnership Initiative metrics as aspirational goals. The College also addresses I.B.3 as part of its QFE, demonstrating the College's strong resolve to strengthen in this area. (I.B.3, ER 11)

MJC uses data on student achievement and student learning to plan and implement improvements. There is evidence of the use of student achievement data in all reports produced for program review, which was recently changed from a 5-year to a 2-year cycle. The College participates in Achieving the Dream (ATD) program, which provides opportunities for college-wide data summits that help identify student performance areas that need improvement. In addition, the College includes I.B.4 in its QFE. (I.B.4)

The College summarizes institutional level data on student achievement. There is evidence of the use of student achievement data in dashboards produced for program review. The College has established and promoted program review processes that incorporate systematic and ongoing evaluation of programs and services using student learning and student achievement data, including disaggregated data for analysis and review. Data used for assessment and analysis are disaggregated by program type and mode of delivery. In addition, the College includes I.B.5 in its QFE. (I.B.5)

The College's practice of disaggregating data at various levels and for different student populations is impressive and commendable, as well as the use of disaggregated data in college planning and evaluation. Through eLumen, the College empowers faculty to review and analyze disaggregated SLO for inclusion in a more comprehensive program review as well as to make the necessary improvements at the course, program, general education, or institutional levels. The College built data dashboards that include disaggregated data for both achievement and learning outcomes including PLO, GELO, and ILO. (I.B.6)

Data summits through ATD help identify student performance areas that need improvement. In addition, the College regularly reviews college practices and processes by assessing and analyzing institutional data using its inclusive governance structure. These data-informed processes are central in the development of the College's Education Master Plan, Student Equity Plan, and Distance Education Plan. (I.B.7)

The College has made significant progress in building its capacity to gather and analyze data. Within this, however, the College recognizes that there is room for improvement in institutionalizing the process of evaluation. Thus, the College has outlined an Actionable Improvement Plan for I.B.7 and I.B.9 for increasing capacity to assess and analyze results, instituting a clear cycle of evaluation for college processes and structures and improving the documentation of evaluation results and improvement plans. (I.B.7)

The College communicates its assessment and evaluation results to internal and external stakeholders regularly via its website, data dashboards, Factbook, and through open discussions in various governance groups. The College's data dashboards, which are openly available to the public, include disaggregated data for both achievement and learning outcomes, including PLO, GELO, and ILO. Modesto Junior College's Factbook 2017 is also available to the public. Although the College has made significant strides relative to this standard, the College acknowledges a need for improving the communication of all its assessment and evaluation activities to gain a better and shared understanding of institutional strengths and areas for improvement. (I.B.8)

MJC has made considerable advancement in its institutional planning process. It is not yet easily evident however, the ways in which the various college plans, program review, and resource allocation integrate into a comprehensive process that leads to improvement. The College is deservedly proud of its accomplishments in advancing institutional planning and is focused and engaged in making further improvements in this area, as reflected in the Actionable Improvement Plan. The team strongly supports and appreciates the College's ongoing efforts for improving broad-based, continuous, and systematic evaluation and planning. As the College works to strengthen its structures and processes relative to this Standard, the team strongly supports the College's actionable plan to "institute a clear cycle of evaluation for college processes and structures" and to "develop a comprehensive cycle of planning, implementation, and evaluation" (ISER, p. 361). (I.B.9, ER 19)

Baccalaureate

Faculty and industry partners developed the Baccalaureate Degree in Respiratory Care curriculum to reflect higher levels of depth and rigor for upper division courses. The Respiratory Care Advisory Committee made recommendations about critical skills, supervision, leadership and research. College faculty developed course learning outcomes (CLOs) and program learning outcomes (PLOs) around upper division respiratory care and general education courses appropriate to the level of skills and knowledge for earning a bachelor's degree. The students in the program specifically noted that there was an international and diversity component to the curriculum that mirrors their work experience. Course and program assessment, including the assessment of student learning and achievement rates, will begin this Fall 2017. (I.B.2)

Modesto Junior College offers a full undergraduate experience with separately defined student achievement standards for the Respiratory Care Baccalaureate Program based upon industry standards and the expectations of the external accrediting body, CoARC. Faculty expectation is that students can earn an Asthma Educator Certification when they complete the program. Students indicated that they could also earn a Neonatal/Pediatric Specialty (NPS), Adult Critical Care Specialist (ACCS), Sleep Disorder Specialist (SDS), and Registered Pulmonary Function Technologist (RPFT) certification which will enhance their skill-set and make them more marketable. (I.B.3)

The Vice President of College and Administrative Services confirmed that Modesto Junior

College recognizes the unique aspects and requirements of the baccalaureate program and addresses those needs through its evaluation of policies and practices. Collaboration occurred across disciplines during the 3-year planning and evaluation process to determine the best way to allocate \$350,000 from the state and an additional \$15,000 from a marketing grant to develop scalable and appropriate learning and student support services for the baccalaureate program to establish a sustainable model. The College anticipates the program to be self-sustaining; however, the College is committed to the program and willing to move funding from other areas as needed to continue the program and meet community needs. (I.B.7)

The Quality Focus Essays

Overall, MJC's QFE is well-written. It focuses on two action projects that are integrated and complementary, to be implemented "through the framework of the new MJC Education Master Plan (EMP) priorities" (ISER, p.351):

- Action Project One: Holistic Support of Student Learning
- Action Project Two: Clear Educational Pathways to Improve Student Achievement

The Action Projects are carefully designed to help improve the College's effectiveness, educational quality, and student learning. The QFE clearly outlines goals and outcomes for each action project. The detailed Work Plans for both of the action projects provide clear roadmaps for successful implementation and evaluation. The team appreciates the thoughtful and detailed work that was devoted in developing the QFE to holistically support student learning and to increase student achievement.

In addition to the action projects outlined in the QFE, the College also identified several Actionable Improvement Plans (AIP). Furthermore, in September 2017, Modesto Junior College provided an update on its institutional efforts set forth in the Quality Focus Essay (action project two.) The update included "revision to maintain alignment" with the CA Guided Pathways project.

Conclusion

The College meets Standard I.B, ER 11 and ER 19.

College Recommendations

Recommendation 2 (Improvement)

In order to improve effectiveness, the team recommends that the College further improve the way it reviews, analyzes, and shares its performance results related to its institution-set standards, and take appropriate measures when these standards are not met. In addition, the team recommends that the College further clarify and improve its uses of institution-set standards in college-wide and program level planning. (I.B.3)

Recommendation 3 (Improvement)

In order to improve effectiveness, the team recommends that the College completes, evaluates, and sustains its cycle of planning as specified in the AIP. (I.B.9)

Standard I.C – Institutional Integrity

General Observations

Modesto Junior College provides all required information to students and the public. This includes providing up-to-date catalogues, board policies on academic freedom, and institutional data on student achievement and learning. The College regularly reviews and updates this information. MJC ensures that faculty distinguish between personal convictions and professionally accepted views in their discipline, and ensures integrity and honesty among its students, personnel, and in its relationships with all external agencies. The institution ensures its commitment to high quality education that is paramount to all other objectives.

Findings and Evidence

Modesto Junior College provides accurate information to all relevant members of its community including students and personnel. The College shares this information through various means including its website and catalogue, along with the Research and Planning Office's data dashboards. MJC posts its accreditation status and all relevant reports and communications on an accreditation webpage. (I.C.1)

MJC provides a catalog that is accurate and reviewed regularly. The team reviewed the catalog to ensure it contains all required information. For future ISER reports, the college may want to provide a short reference guide that lists the location of each required section of the catalog. (I.C.2)

The institution communicates students learning and achievement data widely through data dashboards and other reports on the Research and Planning Office website. Data are also shared in various College Council and Academic Senate committees, as well as within individual departments. (I.C.3)

Within its catalog, MJC describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. (I.C.4)

The College regularly reviews its policies and procedures through various college and district governance committees, such as the District Council. Most policies and procedures are located in the catalog, and the College has an effective process for ensuring the catalog stays up to date. (I.C.5)

On its website, the College provides information to current and prospective students regarding the total cost of education. These costs include tuition, fees, and other required expenses. The costs of textbooks for specific courses are provided on the Pirates Bookstore website. (I.C.6)

Through BP4030, the College ensures commitment to academic freedom. The College also has an academic freedom statement in its catalog. The ideals and practice of academic freedom within the College is consistent across all courses, regardless of modality. Faculty who teach online courses are trained in best practices. Faculty are free to individualize their

teaching strategies and teaching tools based on their unique preferences, expertise and emphasis. (I.C.7)

The College has established policies that promote honesty and integrity. These policies are displayed in the catalog and Student Learning Manual. The College has also addressed honesty and integrity within its collective bargaining agreements, which describe expectations for professional behavior and consequences of unethical behavior. (I.C.8)

MJC balances its responsibility to ensure that faculty distinguish between personal convictions and professionally accepted views in a discipline, while also protecting academic freedom. One approach in this is through the employee evaluation process, which includes criteria that faculty members adhere to a course outline of record. (I.C.9)

MJC requires conformity to certain codes of conduct, including civility and tolerance. These expectations are stated in policies and procedures that are published in the catalog, student handbook, Board of Trustees website, and employee contracts. (I.C.10)

MJC does not operate in any foreign locations. (I.C.11)

The College provides ample evidence of its desire to comply with ACCJC requirements. The college has demonstrated this compliance by ensuring it submits to the Commission all required reports in a timely manner, including institutional self-evaluation reports, substantive change reports, follow-up reports, and annual reports. (I.C.12)

Some of the College's programs require external accreditation, including Nursing and Fire Science. As with Accrediting Commission for Community and Junior Colleges (ACCJC), the College states that it is complying with the requirements of these external agencies, and maintains a separate website that lists all programs with external accreditation. Ongoing accreditation with these agencies implies that the College is in compliance with their respective regulations. However, the College could strengthen the evidence for this standard by providing documentation on the website of correspondence with these respective agencies, including submitted self-evaluation reports, site team reports, and annual reports. This level of documentation with external agencies would be more on par with the level of transparency MJC provides the public in its correspondence with ACCJC. During the visit, MJC was quickly able to provide this documentation upon request. (I.C.13)

MJC is a publicly funded institution, and provides ample evidence that its commitment to high quality education takes precedence over all other objectives. The college mission statement, board policies, annual financial reports, and resource allocation processes exemplify that student success is the institution's first priority. (I.C.14)

Baccalaureate

The Baccalaureate Degree in Respiratory Care has its own website under the Allied Health program and is listed on the College Degrees and Certificates webpage as well as in the catalog. The webpage presents information to prospective students about program requirements, the application process, coursework, employment statistics, and costs for the program. Contact information is listed for both classified support, student counseling, the

program director, and student support services for the program. (I.C.1)

Assessments will begin with the delivery of the program in fall 2017, following a 2-year schedule of assessment and program review. The team confirmed that SLO are identified for each course, along with examples of course assignments. In addition, all course learning outcomes are mapped to program and institutional learning outcomes. Program faculty will communicate the academic quality of the program to industry members through the Respiratory Care Advisory Committee; to students, through posted learning and achievement data on the website; and to the College, through broad discussions related to program improvement in task force meetings. (I.C.3)

The program website for the Baccalaureate Degree in Respiratory Care contains links to schedules, courses, and program requirements. Course learning outcomes are available on all syllabi, on all Course Outlines of Record publicly available in eLumen, and on the Baccalaureate Course listing webpage. (I.C.4)

Conclusion

The college meets Standard I.C., ER 13, ER 19, ER 20 and ER 21.

College and District Recommendation

None

Standard II.A - Instructional Programs

General Observations

Following the College's 2011 comprehensive visit, the AACJC placed Modesto Junior College on probation as a result of four district and eight college recommendations, including six recommendations to meet standards in the areas of mission and data, student learning outcome assessment, planning, governance, and distance education, which were deemed fully resolved by the Commission in February 2014. In noting these past recommendations, the team affirms that not only has Modesto Junior College sustained its efforts to resolve past deficiencies, it has shown particular vitality in areas that were formerly weak.

The ISER for the College notes several areas where college practices are particularly robust and makes clear that the College has committed time and resources to initiatives designed to place student learning at the top of its priorities. Areas of noteworthy commitment include the college Distance Education Committee and its use of resources from @ONE, its collaboration with the University of Southern California's Center for Urban Education (CUE), its initiative to meet the needs of men of color (the Center for Organization Advancement and Responsibility, CORA), its initiatives in both English and math acceleration, the College's Great Teacher retreats in 2015 and 2016, its participation in Achieving the Dream, and its shift of student assessment to a 2-year cycle.

This shift in focus is in part the result of the very collegial relationship that has developed between college leadership and faculty, supported in part by the career paths of some of its leaders. The Vice President of Student Services came directly from his previous role as faculty and Academic Senate President; the Vice President of Instruction served as a dean and faculty member at the College; and one of the college deans was a long-time president of the faculty union. The team observed exceptionally high respect between administrative and faculty leaders and a deep sense of common obligation to serve the students of the college community. One faculty member observed of the Vice President of Student Services, "he's got ideas, he's on fire, and he's got [student equity] money." By promoting leadership from within its pool of faculty members and by appointing an instructional faculty member to lead student services, the College has made it possible to move quickly from a focus on compliance to one that folds accreditation requirements into a broader culture centered on increasing student achievement.

Findings and Evidence

Modesto Junior College offers a wide range of academic programs to its community. Page 104 of the college catalog includes a comprehensive list of every certificate and degree available at the college. The College offers certificates, locally developed associate degrees, associate degrees for transfer, and one baccalaureate program. Both Career and Technical Education (CTE) and transfer programs are well represented. The college catalog includes detailed information on articulation and preparation for transfer to the California State University and University of California systems. MJC has undertaken considerable work in distance education since the previous comprehensive visit. The College admitted its inaugural class in its Respiratory Care baccalaureate program in fall 2017. The College has

also made significant progress in learning outcome assessment, and the College communicates considerable information to the public via its Instructional Learning Outcomes Data webpage. Since the last comprehensive visit, the College has shortened its cycle for assessment from five to two years and the cycle is clearly represented on the Academic Senate's webpage. (II.A.1)

Every indication is that faculty work to ensure the quality of instruction at Modesto Junior College. The Academic Senate is engaged and vital; its website is current. The Curriculum Committee is attentive to maintaining the quality of the curriculum and discussing the challenges of SLO assessment. Workgroups in Outcomes Assessment and Program Review meet regularly and their work is known and respected by faculty. Some faculty members worry about initiative-fatigue, but the overall campus climate is focused on improving student achievement. A number of disciplines in the College have been engaged in initiatives to improve student learning:

- English and math faculty have been exploring acceleration;
- Humanities faculty have redesigned their curriculum to be more responsive to local community needs;
- MJC as a whole is engaged in a very lively discussion of student equity and has worked with the Center for Urban Education (CUE) at the University of Southern California to help guide those conversations;
- Faculty engaged in online instruction are required to undertake training to ensure quality in their course offerings and in student interaction;
- The College outcomes webpage includes both full- and part-time faculty.

These initiatives do not appear to be isolated examples or boutique processes but are typical of a campus that has embraced a wide range of initiatives focused on enhancing student learning and achievement. Several campus leaders were away the day of the team visit because the college Chief Instructional Officer (CIO) had taken a group of faculty to a conference on guided pathway implementation; the academic senate president commented that the “focus on guided pathways might be the greatest change for the good in Modesto Junior College I have seen in my career.” (II.A.2)

MJC has made and sustained great progress in the area of student learning outcome assessment since the College's previous comprehensive visit. The College previously used CurricUNET's assessment module but found that while it was easy to post data using this tool, it was difficult to extract data to support dialog regarding institutional improvement. This led the College to review other tools, culminating in its selection of eLumen.

Members of the team met with the Outcomes Assessment workgroup and reviewed data in a

wide range of disciplines. This revealed that at the College, courses are assessed at the section level, with the expectation that all faculty teaching courses in a section under review will post assessment data. Such evidence shows a much greater commitment to assessment than is found at colleges that assess only a few sections of a course on a timetable, which could span a period as long as five or six years. Conversation with part-time faculty members indicated that they are meaningfully involved in the work of course assessment and that they are provided stipends for the additional time required to enter assessment data. The College has developed a grid that schedules all courses for assessment at least once every two years. The team observed that very high rates of assessment are taking place across many disciplines.

Most courses offered by MJC have three to four student learning outcomes. The majority of these outcomes serve as typical broad indicators of student learning (as opposed to standing as more narrowly focused objectives). Equally important, the number of data-driven student success initiatives on campus is leading some faculty to be more interested in the productive use of data, and in particular, of outcomes data.

MJC seems to be at the beginnings of a transition from robust compliance to the use of assessment to better inform campus initiatives. Some faculty members are also reflecting on the fact that, like many colleges, course SLOs were developed first and then mapped to program or institutional outcomes, in an inductive process. The energy around the campus initiatives has led to increased reflection on the need to prioritize and then to establish subordinate outcomes in a more deductive fashion.

The College's most recent ACCJC annual report states that 100% of courses and programs have ongoing assessment activity. As the college Curriculum Committee recently developed a sunset short list of inactive courses, the 100% figure appears then to be for courses in active rotation.

The College's online course search enrollment function allows current and prospective students to review a mix of section-wide and section-specific information via course title. The ISER indicates that syllabi are available via this site but the team was not able to confirm that claim. The College's procedure is that faculty submit syllabi to division offices for review to ensure that syllabi include current course learning outcomes. The team found the appropriate SLOs included in syllabi with a very high degree of consistency, except for the Agriculture Division, where 6 out of 8 syllabi did not include the correct SLOs. In instances of misalignment, the team found one course simply mislabeled the appropriate SLOs as objectives; in another, the SLOs appeared in a different sequence from the course outline; in a third instance, the faculty member had added two additional SLOs, but students were left unaware of the expected outcomes for the course.

Of equal note is the high quality of many of the syllabi the team reviewed. One area the College has sought intentional improvement is in the development of inviting and inclusive

syllabi. Many of the syllabi reviewed included the standard items of course title, course description, units totals, SLOs, lists of assignments, and a calendar, but many also included a short profile on the instructor, tips for student success, and references to a variety of support services available within the institution. (II.A.3)

As within virtually all California community colleges, the majority of MJC students are not college-ready when they first enroll, and MJC offers pre-collegiate curricula. These courses are readily identifiable by course number (1-99). MJC has developed a rich array of services to support the success of students enrolled in pre-collegiate courses. MJC has embraced both English and math acceleration in the past few years. English faculty were introduced to acceleration at one of the College's Asilomar Summer Great Teachers Retreats organized in 2015 and 2016; the math department had already explored means to accelerate student progress through the pre-collegiate curriculum. The College offers two English courses below transfer and four math classes below transfer. Acceleration efforts have improved both retention and success in these courses, and math acceleration has involved the creative use of open-entry/open-exit noncredit courses, allowing students to target and resolve specific skill deficiencies and move through the curriculum more quickly. (II.A.4)

Requirements for the College's programs are clearly described on pages 153-246 of the 2017-18 college catalog. Each program includes a narrative description of the program and the learning outcomes for the program, followed by the requirements of the program. Each certificate of achievement program requires at least 18 units, and many programs require more. All associate degree programs require 60 units and the College's new baccalaureate program requires 122.5 units. (II.A.5)

MJC has developed recommended course sequences for degrees and certificates that support degree completion in a reasonable time frame. The College invested in an enrollment management system analytics program to assist deans in analyzing patterns and course sequencing. High demand courses are closely monitored to ensure availability of courses. Classes are available during day and evening hours, on Saturday, and online. Classes are offered in a block format, and in various term lengths to maximize enrollment options for students. Deans and faculty work collaboratively to develop schedules that enable students to access required courses for their program, meet prerequisites, and complete their programs in a reasonable amount of time. The College plans to convene an enrollment management workgroup to review scheduling data and practices and will investigate best practices for scheduling for each department. (II.A.6)

The MJC website includes a class search tool that allows students to search by discipline and to further refine searches by location, mode of delivery, days classes meet, start and stop time, and instructor. A review of several disciplines indicates that students have a wide range of options from which to choose. Modesto Junior College is unusual in having two campuses 2.5 miles apart, as past growth outpaced the ability of the initial East campus to stay current with student demand. Between these two campuses, start times for classes are staggered by

30 minutes and the College provides a well-used shuttle bus to transport students from one campus to the other. The College also used Student Equity funds to underwrite the cost of providing students with passes for the local bus system. The team asked the whether the College has a policy requiring that courses be offered on a minimum rotation (perhaps once every other year). The College affirmed that the deans enforced this requirement. (II.A.6)

Modesto Junior College offers courses in face-to-face, hybrid, and online modalities. The College also makes use of a variety of off-campus locations. The college provides considerable support services to faculty to assure the quality of distance education courses and it requires that faculty receive training before they offer courses online. Students also receive a wide range of support services; these are covered in more detail in Standard II.C, but as they relate to modes of delivery, students also have access to a variety of services designed to support their success in online courses. For example, the "Section Additional Information" screen for every online section includes a link to the college's Online Readiness quiz.

Distance Education was an area of weakness following the 2011 accreditation visit and the subject of a recommendation to meet standards. Since that time, the College has mandated training for every faculty member teaching online. Several faculty members had high praise for the quality of the College's own training services for online faculty. The College has referred many faculty members to the classes available through @ONE. The College's Curriculum Committee separately reviews and approves courses for online delivery; the committee has not developed a local definition of "regular and effective" or "regular and substantive contact." All courses approved for online delivery include a Distance Education Addendum that requires faculty to indicate "the methods that will ensure appropriate instructor/student contact as required by title 5." The faculty union contract not only allows but mandates that faculty engaged in online instruction must include such online courses among those reviewed during the evaluation cycle. The College's contract with the faculty union includes a form (Appendix C-5e) developed specifically to evaluate faculty teaching online and the form includes multiple criteria that relate to regular and substantive contact.

In spite of these elements, the team reviewed many fully-online course sections and found a range of levels of instructor-initiated contact with students. Team members were initially granted the level of course access developed to support the college's evaluation process and found that it was not adequate to evaluate the level of instructor-initiated contact at that level of access. The team sought and was readily granted deeper access to courses, which made it possible to observe the level of regular and substantive contact. In many cases, contact was infrequent and superficial.

The current level of access provided to evaluate classes is safer, since observers cannot accidentally change course settings or interfere with ongoing instruction, but this level of access also makes it difficult to confirm that regular and substantive contact is taking place. Both faculty and administrators suggested that a review of the level of access afforded to those involved in the evaluation process would go far in confirming that the College's many

quality control processes result in the quality of instruction to which the college aspires. The college does not meet standard II.A.7.

The College reports that it does not use department-wide examinations. The College reports on its use of Accuplacer in Standard II.C.7. While departments do not use common exams, there is considerable evidence of faculty dialog around student preparation and the norming of assignments to produce consistent gains in learning across disciplines. One significant outcome of the College's work with the CUE has been broad faculty review of course syllabi to include language that welcomes the College's diverse student population and to affirm their potential for success. (II.A.8)

The team confirmed that the course outlines for all courses at MJC include student learning outcomes. The college's CurricUNET database is accessible by the public and one menu option is "Course Outline with Course CLO [course learning outcome] Attached." Conversation with faculty made it clear that students must achieve adequate mastery of course learning outcomes to be assured of passing a class. All programs have established program outcomes, which are enumerated in the college catalog. Several programs prepare students for external licensure exams, and the pass rate on these exams indicates that students have gained the mastery needed for certification into their chosen profession. MJC awards college credit based on the Carnegie Standard; that is, one unit of academic credit is earned based on one hour of lecture/discussion per week or a minimum of three hours of laboratory per week per term. This practice reflects generally accepted norms or equivalencies in higher education, ensuring that units of credit awarded are consistent with standards in higher education. (II.A.9)

The MJC catalog includes a section on articulation and transfer to other colleges. Transfer to CSU, for example, is covered on pages 91-97. Students are provided thorough and clear information about transfer, general education pathways, the Course Identification Number (C-ID) system, and associate degrees for transfer, among other topics. The college catalog advises students with credit earned at other colleges to submit transcripts to MJC so that credit can be awarded as appropriate. There is no indication that credit transferred from other institutions is reviewed at the learning outcomes level. (II.A.10)

The college catalog includes on page 109 its "General Education Pattern Reference Sheet," which guides students toward the GE pattern appropriate to their goal (terminal degree, CSU transfer, UC transfer, etc.). The least demanding pattern, the MJC AA pattern, requires courses in natural science, social and behavioral science, humanities, language and rationality, and health education. The language and rationality requirement is met by no less than 6 units and courses in both English composition and Communication & Analytical Thinking. While ethical reasoning and the ability to engage in diverse perspectives are not aligned with any specific requirement, it would be difficult for students to fulfill the course student learning outcomes in humanities and social & behavioral sciences without developing these aptitudes. The other general education patterns require even greater depth and breadth of coursework and meet the requirements of this standard even more thoroughly.

The College's philosophy on general education is established in Board Policy 4025 and articulated in the MJC catalog on page 68. Courses meet general education requirements on the recommendation of the college Curriculum Committee. The Curriculum Committee has a well-defined process, which includes substantial input from the college articulation officer, for adding courses to the College's list of courses that meet general education requirements; approval of course for general education is by a separate action item for approval. (II.A.11, II.A.12)

The college catalog includes two pathway planning pages, the University Pathway page (106) and the Career Technical Education Pathway page (112). Both pages make it clear that completion of a degree requires that students "Select and complete an associate degree major or a University Preparation emphasis" (106). Page 104 of the MJC catalog lists the many programs in which it is possible to earn a degree (AA, AAT, AS, AST) and each of these programs include level-appropriate program outcomes enumerated in the college catalog. (II.A.13)

MJC offers 48 CTE programs. Program outcomes include not only theoretical but also applied skills, as stated in the following program outcome for Irrigation Technology: "Design and install an appropriate irrigation system that provides the crop water requirements in an efficient and cost-effective manner" (MJC Catalog, 157). The College offers seven programs that require external certification. The ISER reports that pass rates are typically above 85%. The data provided showed a range of pass rates, from a low of 62.5% in Medical Assisting in 2015-16 to a high of 93.2% in Fire Science in 2015-16. The ISER reports that pass rates exceed Institution Set Standards (though the Institution Set Standard for Medical Assisting of 65% was not met in 2015-16, and had declined from 74.2% in 2014-15. However, the goals in each of the remaining six programs were met or exceeded. (II.A.14)

Modesto Junior College has a board policy, BP 4021, which address program discontinuance. The policy and its accompanying administrative procedure are brief and effectively delegate the matter to the College. MJC has a very thorough document on "Program Discontinuance: Guiding Principles and Process," which states that "Students already enrolled in the program must be given the time to complete the program or assistance in transferring to a college which offers a similar program." (II.A.15)

Modesto Junior College has developed a mature set of institutional committees and processes with the common goal of establishing and maintaining a high quality of instructional programs throughout the College. These include the Academic Senate, the Curriculum Committee, the Outcomes Assessment Workgroup, the Program Review Workgroup, the Distance Education Committee, and others. As indicated above, the College has developed many new initiatives over the past several years, and the team concluded that the College is both committed to and effective in monitoring, maintaining, and enhancing the quality of its educational program offerings. (II.A.16)

Baccalaureate

The Respiratory Care Baccalaureate Degree Program aligns with Modesto Junior College's mission to provide "a dynamic, innovative undergraduate educational environment" and to meet the "workforce needs of our regional community." The Committee on Accreditation for Respiratory Care has proposed standards that new respiratory care professionals possess a baccalaureate degree in order to work in the field. Students can complete the CoARC certification requirements for the associate degree as well as complete required lower division general education courses at MJC, and then matriculate into the CoARC accredited Respiratory Care Baccalaureate Degree Program. (II.A.1)

Learning outcomes were developed and embedded in the course outlines for the Baccalaureate Degree in Respiratory Care program courses. Program faculty and College Baccalaureate Degree Task Force members recommended the highest levels of Bloom's Taxonomy be used in the course and program learning outcomes. The first cohort of students will begin fall 2017. Learning outcomes will be assessed like other MJC courses, during a regular cycle of assessment. (II.A.3)

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

The instructional level and curriculum of the upper division courses were developed by the Respiratory Care faculty in collaboration with the advisory committee regarding the higher-level skills needed for a baccalaureate degree in respiratory care. Student expectations and learning outcomes were designed to ensure learning outcomes at the highest levels of Bloom's Taxonomy categories.

The program lasts 15 months and is offered through a hybrid delivery mode of instruction to accommodate working adults. Students will attend one on campus class each week and complete multiple assignments online. (II.A.5)

The Respiratory Care Baccalaureate degree program is designed as a 15-month cohort model to ensure students have a clear pathway, peer support, and an appropriate course load for working adults. Six units each are scheduled in accelerated, 8-week terms in a sequence that builds skills to culminate in a research and a capstone course. To accommodate students who must step out for a term, the College will allow students to stay within their cohort and make up missing courses when they are offered. Students will be able to continue in the program, re-enrolling in dropped course(s) when offered again. (II.A.6)

Course credit in the Respiratory Care Baccalaureate Degree is based on SLOs that are identified in the Course Outlines of Record. Learning outcomes are consistent with the expectations and equivalencies of upper division courses, and include supervision, leadership, and diversity. All learning outcomes were developed to incorporate advanced levels of learning as categorized in Blooms' Taxonomy. (II.A.9)

The team confirmed that the Respiratory Care Baccalaureate degree has clearly posted program entry requirements. Students must possess an associate degree from a program accredited by the CoARC, hold a valid Respiratory Care credential, and California Respiratory Care Practitioner license. They must also have completed a minimum of 39 CSU-GE Transfer Pattern units. Any student who meets the minimum requirements is eligible for the lottery determining entrance to the program. Additionally, within the Student Handbook, the program explains the transfer process for upper division courses and for students who have been enrolled in a bachelor's degree program at another institution. However, the program does not yet have a policy in writing or one that is available to students who are interested in transferring from other bachelor respiratory care programs. The team recommends that MJC include its transfer and upper division course evaluation policy clearly in the student handbook and application directions. (II.A.10)

Because the baccalaureate program's first cohort begins in the fall semester of 2017, there is currently no data to analyze. However, the program does have a plan in place as students begin to move through the program. Assessments will begin during the fall 2017 term and continue cyclically ever 2 years. Once assessment has been able to occur, faculty will share the results with the Respiratory Care Advisory Committee (which includes industry partners), with students through the website, and with the College community via program improvement discussions and task force meetings. (II.A.11)

The Respiratory Care Baccalaureate Degree Program requires 39 lower division units of general education, and 12 semester units of upper division general education coursework. Students must certify lower division general education requirements are met through a CSU-GE Certification Worksheet. The distribution of upper division general education requirements was developed to provide students with the advanced general education skills and knowledge necessary for the respiratory care field. (II.A.12)

The Respiratory Care Baccalaureate Degree Program is focused on preparing students to serve in leadership roles in hospitals and clinics. The program includes a targeted study on healthcare leadership and operations. A general education course in organizational behavior and several courses focused on advanced respiratory care provide key theories and practices appropriate to the baccalaureate level. The program culminates in a capstone course, designed to provide students with an opportunity to synthesize program learning in preparation for leadership roles. (II.A.13)

The Respiratory Care Baccalaureate Degree Program was developed through ongoing collaboration with industry and certification experts in the respiratory care field in order to meet employment standards and licensure according to the current certification requirements of CoARC. (II.A.14)

Conclusion

Modesto Junior College has grown significantly over the past six years, from a college that struggled to meet standards to a college that has developed high standards in distance education and robust procedures for the assessment of student learning. The College has

further developed a number of programs in collaboration with external partners (USC's CUE, @ONE, ATD) to better serve its student population.

The College meets most of the elements of Standard II.A except II.A.7.

College Recommendation

Recommendation 4 (Compliance)

In order to meet Standards, Commission Policies, and USDE Regulations regarding Distance Education and Correspondence Education, the team recommends the college review and revise its existing processes to ensure that faculty teaching online courses consistently provide regular and substantive interaction with students. (ACCJC Policy on Distance and Correspondence Education, II.A.7)

Standard II.B - Library and Learning Support Services

General Observations

MJC's Library and Learning Center supports the educational needs of students at both an East and West campus. Both library locations have been remodeled, with the West campus library's remodel focusing primarily on STEM and health-related programs, including the new Bachelor of Science program in Respiratory Care. Other changes include the offering of online tutoring beginning in the fall of 2017, switching to OCLC's WorldShare library management system, upgrading server technology to improve access to electronic resources, and moving from tablets to Chromebooks for student borrowing.

MJC's Library and Learning Center continually assesses the needs of students and uses the results/feedback as a basis for improvement. A number of exemplary practices that have been developed include the collection of help videos on the Library YouTube channel, the ability for a group of three or more students to request targeted workshops, and LibGuides for online students.

Findings and Evidence

The print collection of the Library consists of 23,000 volumes. Although this can be considered small for the College's size, the collection proves sufficient in serving the educational programs and needs of students, especially since the collection is supplemented by a vast digital catalogue of e-books, reference books, databases, and video streaming services. Librarians have analyzed database usage compared to circulation statistics and found that students prefer digital resources over print. As a result, the Library engaged in a major downsizing project of its print resources spanning a one and a half years during renovations of the buildings. This project has helped with the currency of its collection, which now has an average year of print of 1997. In continuing to refine the collection, it is recommended that the librarians regularly evaluate the student population's preferences in resource formats in order to adequately meet student needs. Evidence regarding the depth and variety of print sources in supporting all educational programs of the college was provided during the visit. (II.B.1)

The Library supports distance education programs and supports students regardless of location by providing online resources such as a Library YouTube channel with 17 help videos, numerous Research Guides, a tutorial series of library services, and LibChat, allowing librarians to help students via online chat, text messaging, and email. The Learning Center is also working toward being more supportive of distance education students by piloting an online tutoring service to online English 101 students in spring 2017, and opening the online tutoring to English 101, 103, and 169, starting in fall 2017. There is concern that sufficient librarian staffing during all hours of operation is not being provided at the West Campus library. (II.B.1)

The selection and maintenance of educational equipment and materials for the Library and Learning Center relies on the appropriate expertise of librarians, classroom faculty, and tutoring staff. There is a Library Collection Development Policy in place, which further guides Library collections. Tutor training courses are taught by faculty, as evidenced by the

Course Outline of Records for Tutor 100 and 110. To ensure student learning is being supported, online courses may include an embedded librarian, and further there is a librarian on both the Distance Education Committee and the Curriculum Committee. In addition, the curriculum proposal document includes a check box where faculty may identify library materials and services necessary to support the course. (II.B.2)

The Library and Learning Center evaluates its services on a 5-year cycle of assessment and also relies on campus-wide assessments. The Library evaluates its services to assure adequacy in meeting identified student needs and in using the results as the basis for improvement. The best example of this is a Computer Needs Survey that was developed to assess whether the tablets for student borrowing were meeting student needs. Based on the feedback from students, Chromebooks were purchased instead, and a follow-up survey indicated these were meeting student needs effectively. (II.B.3)

Evidence that the Library and Learning Center services contribute to the attainment of student learning outcomes can be found in the comparisons made in the Supplemental Instruction (SI) surveys between retention rates and success rates of students who attended SI versus those who did not. The spring 2017 assessment was provided during the visit, and the program is regularly assessed each semester. SLO assessments are also given for library and tutoring courses. During the visit, librarians elaborated on assessment methods of services in an effort to determine how they contribute to student learning. They have developed quizzes and a rubric for workshops and information literacy kits; they are working on assessment strategies for the new offerings of Workshops on Demand. (II.B.3)

The Library ensures through regular review and assessment that the contracts and agreements it has with other institutions, such as Springshare, OCLC, and WorldShare Management Services are adequate, reliable and effective to support its learning resources and services. The Library utilizes student surveys and regular discussions with instructional faculty to ensure the services provided through these contracts are adequate and support the needs of all disciplines. The Library provides easy access to these contracted services through the Library and Learning Center's website, as well as a district-wide courier service. Reliability and maintenance of these services is provided through contracted technical support with the vendors. Lastly, they assure security of the Library and Learning Center resources with security gates at the entrances in conjunction with security tags placed on each resource. (II.B.4)

Baccalaureate

Modesto Junior College's bachelor's degree in Respiratory Care accepted its initial cohort for the fall 2017 term. The liaison librarian to the Allied Health division worked with the program's lead faculty to identify a targeted plan of service for students in this new program, including books and two databases. The West Campus librarian confirmed that the databases are CINAHL and Medline. (II.B.1)

Conclusion

MJC's Library and Learning Center supports student learning and achievement and meets the diverse needs of the College's student populations and educational programs with adequate,

sufficient, and appropriate library and learning support resources and services. The Library continually evaluates and implements improvements where necessary to make MJC students more successful learners. To ensure its Library and Learning Center continues to support student learning, MJC needs to support adequate library staffing at all its locations and continue to certify that its library resources are sufficient in quantity, currency, depth, and variety to support all its education programs, including the new Bachelor of Science in Respiratory Care. In addition, MJC needs to ensure that adequate tutoring services for the upper-division courses in the new Respiratory Care bachelor's program are provided.

The College meets Standard II.B.

College Recommendation

Recommendation 5 (Improvement)

In order to increase effectiveness, the team recommends that the College ensures that students have access to library services and instruction at the West Campus during all hours of operation. (II.B.1)

Standard II.C - Student Support Services

General Observations

The College is an Achieving the Dream College and offers students a comprehensive portfolio of student support services through programs for diverse student groups including counseling, financial aid, health and mental health services, and veterans. These services are effective and appropriate to the College mission. The primary method of ensuring the quality of student support services for the College is through Program Review. The College gathers and uses quantitative and qualitative data to ensure comparable delivery of services to the West Campus and East Campus and is dedicated to ensuring equal access to all students traveling between these campuses, including a robust college access outreach program to students in 50 area high schools and throughout the community-at-large. The Associated Students of MJC is a vital and integral part of campus life with over 30 active student clubs and organizations that, as a collective, inspire and motivate other students to feel connected, appreciated, and encouraged.

Findings and Evidence

The College evaluates the quality of its support services through direct and indirect methods, through faculty institutes, reflection days, Great Teachers Retreats, focus groups, and feedback surveys. The College meets the Standard by implementing a rigorous process whereby discipline-specific and service area-specific assessment pieces are integrated and mapped to and through the Program Review process to meet the mission of the College. The College's Program Review process is rigorous as it includes the discipline-specific assessments of Course Learning Outcomes, which are designed for all instructional courses delivered by library and counseling faculty. Each Student Services area has established what are called Support Service Learning Outcomes. In addition to these, the College has established Service Area Outcomes. The College, as a whole, has Institutional Learning Outcomes as well.

Data-driven improvements have been implemented such as the New Students Days, which each year assists first-time students with orientation and/or assessment services. In 2016, the College opened the English Language Learner Welcome Center to assist non-native English speakers in matriculating into the College. Support services are available from 8:00 a.m. to 7:00 p.m. Monday through Thursday, until 5:00 p.m. on Fridays, and a reduced number of services are even available on Saturdays. Special consideration is given attention to the first few weeks of a new semester through the provision of critical student services at both the East and West campuses in terms of books and supplies. Extended hours are commonplace across all student services areas during the beginning of each semester, in addition to hours that accommodate student needs. (II.C.1, II.C.2)

The College supports open and equitable access to all potential and existing students by investing its human resources in developing Student Success Specialists in its workforce and who are embedded in every academic division in order to assist students in multiple programs. Innovative ideas, such as the Pathway Centers, have been established on both East and West campuses to serve as one-stop service hubs where students can receive multiple services. In order to deliver quality distance education instruction, customized Canvas training is required for all faculty who teach in the distance education program. Support services for online students are limited in the areas of healthcare and mental healthcare services (mental health

online counseling), however, the College is committed to providing all students online resources in this area. For the evening student population, which is high for the CTE courses, the College is aware of evening access for this population after 7:00 p.m. Monday – Thursday and makes accommodations by setting appointments after 7:00 p.m. for financial aid and bookstore services. (II.C.3)

The College offers 21 competitive sports programs (11 men’s and 10 women’s). Athletics, co-curricular and extra-curricular programs such as forensic debate teams, agricultural judging teams, associated student clubs, theater performances, art gallery exhibits, cultural events, and guest speaker appearances contribute greatly to the educational and transformational mission of the College. There are 25 student clubs and many honor societies to build student leadership and scholarship skills and abilities. Board Policy 5400 establishes standards for participation in Associated Student organizations. YCCD Board Policy 5410 outlines guidelines for student elections and the MJC Campus Life and Student Learning Manual provides guidelines and procedures for student leaders. YCCD Fiscal Services has established procedures and practices for the collection of Associated Students/club fees, expenditures, and oversight of funds. An annual audit of the Associated Students and club funds is conducted. (II.C.4)

The College adheres to Board Policy and Administrative Procedures 5420 for ensuring responsible stewardship over the college co-curricular programs, including the Associated Students, clubs, and the athletics program. Student athletes are required to participate in mandatory orientation, adhere to the Student Code of Conduct, and meet eligibility requirements for participation in collegiate athletics. The College’s annual report to the Department of Education regarding its Athletics Program provides evidence of the integrity of the program’s sound fiscal and educational practices (II.C.4)

The College provides general and special program counseling, advising, and education planning services to potential students and enrolled students. Most notably, the College supports the counseling department by staffing it with support staff as well as discipline-specific counselors who also serve as discipline-related liaisons with area high schools. For distance education students, Canvas trained counselors are available, allowing a student to email a question for academic advising. All students can have “virtual” appointments with a counselor and MJC offers a full array of online student services. The College is actively involved in creating a cohort model for distance education students who would be assigned to distance education counselors to provide academic advisement as well as identify at-risk situations or other external/internal factors affecting retention and student success. The College follows its Student Success and Support Program (SSSP) with a Comprehensive Educational Plan (CEP), which is individualized for each student and illuminates how each course brings them closer to the completion of a degree, certificate, or transfer requirements. The data for fall 2016 is impressive in that it shows 74% of students who had completed 15 or more units had a CEP. Year-round, in-person workshops, facilitated by counselors, are offered to students to help build their educational planning goals. Student Success Specialists work with counselors to provide students with accurate and current information related to the student’s program of study. (II.C.3, II.C.5)

The College adheres to YCCD Board Policy 5010 which sets forth the policy and procedure for

admission. Students and potential students have open online access to admission requirements through the College website and catalog, and in-person through various academic and student services programs and departments. As previously noted, the College deploys a Student Success Specialist brigade to area feeder high schools to inform and assist with admission processes and requirements. In addition, the College supports its first-time student population by hosting New Student Days on select Saturdays in the spring with additional staff “on call” if the need arises. The College maintains two Pathways Centers, one on each campus that offer drop-in services. (II.C.6)

The College uses Accuplacer as an assessment instrument and it is used to place students in math, English, or in ESL. In its 5-year evaluation cycle, the College is in the process of revalidating its assessment instruments for appropriate cut scores, disproportionate impact and content validity, and is actively implementing multiple measures by adopting the CSU standards. As of academic year 2017-18, the College expanded its multiple measures to include CLEP and cumulative high school GPA of 2.6 for English transfer-level placement and 3.0 GPA for math transfer-level placement. The College supports faculty participation in placement practices when making curriculum changes or when developing new courses. (II.C.7)

The College complies with YCCCD Board Policy 5040 surrounding student privacy Family Educational Rights and Privacy Act (FERPA) regulations and advises its personnel on the definition of student records and their release. Student records are maintained in order to preserve permanent, secure, and confidential compliance in electronic form for student complaints in the areas of grade challenges, admission and records appeals/petitions, student conduct, and financial aid. (II.C.8)

Baccalaureate

Prerequisites and other qualifications for the Baccalaureate Degree in Respiratory Care were developed in consultation with counselors, program faculty, and industry experts. Students must possess an associate degree from a program accredited by the CoARC, hold a valid Respiratory Care credential, and California Respiratory Care Practitioner license. They must also have completed a minimum of 39 CSU-GE Transfer Pattern units. Any student who meets the minimum requirements is eligible for the lottery determining entrance to the program. A dedicated program counselor meets with students interested in the program to assist in determining if they meet the prerequisite criteria, and assists students in planning for future admission.

The financial aid employees informed the team that students who have been admitted to the bachelor’s degree program are judged on a 90 credit hour system for eligibility for financial aid, despite their upper division status. Students then must complete a petition to gain access to financial aid. The team suggests that the financial aid department adjust its existing processes to reflect the 180 credit hour allowance for baccalaureate programs, to remove the additional barrier of an appeal process in order to receive financial aid. (II.C.6)

Conclusion

The College meets Standard II.C.

College and District Recommendation

None

Standard III.A - Human Resources

General Observations

Modesto Junior College (MJC) and the Yosemite Community College District (YCCD) share responsibilities for human resources (HR). The recruitment and selection of employees follows the YCCD Board Rules, EEO Plan, and its stated policies on recruitment/hiring of college personnel and has a stated process for complaints surrounding EEO compliance and/or allegations of unlawful discrimination/harassment. The College and the District assess the recruitment and selection processes and are forward-thinking in terms of incorporating online EEO training to improve efficiency and participation. The District's Office of Human Resources engages in a collaborative process and supports industry-specific recruitment efforts, as well as outreach recruitment to Los Angeles County to address the Hispanic faculty (15%)-to-student (48%) disparity. The College employs a sufficient number of well-qualified administrators, classified employees and faculty and follows CA Minimum Qualifications for faculty positions – both full time and adjunct, equivalency and foreign degree evaluations, as well as criteria specifically related to a discipline or program need. The District has final approval for all college hires.

MJC consistently follows a well-developed faculty hiring prioritization process to meet the District's faculty obligation number. The College includes its adjunct faculty in campus life by extending professional development opportunities, providing an orientation, and inviting them to campus-wide activities.

The selection and interview processes for faculty hires are competitive, comprehensive, and rigorous. Selection committees are trained in EEO compliance and the process is well documented at every stage to maintain compliance integrity. In at least one case, however, the Team noted that the usual open and competitive hiring process that is required by EEO may not have been followed. To ensure EEO compliance, the team suggests that the College and District review all minimum qualifications for academic administrators and for executive level administrators. On faculty hires, management and classified participation is at the discretion of the selection committee.

The District shares its responsibilities for systematic evaluations of employees with the College in regular intervals, as published in collective bargaining agreements and the Leadership Team Handbook for educational and classified administrators and classified confidential employees. However, the District HR Office holds the primary responsibility to notify managers within 90 days of an evaluation due date, with information about the evaluation cycle, including past due evaluations. Academic administrators, CEO and Chancellor Evaluations are also completed at regular intervals.

The College and District play a proactive role in the development of professional development at the district and college levels for all employees, with a generous contractual release time and tuition reimbursement components.

Findings and Evidence

Faculty job announcements are developed by the College and approved by the District. The

College follows the YCCD Recruitment and Hiring Process in accordance with collective bargaining agreements and uses a variety of recruitment tools to advertise open job positions at the District, such as Ad-Club, Ed-Join, HigherEd.com, and Diversity in Higher Ed. Open positions are also listed on the CCC Registry and announced district-wide through internal emails to all users, in addition to posting on the District's website. Both of MJC's West and East campuses follow a detailed screening and selection process and all screening committee members receive EEO training and sign a confidentiality statement. Notably, in 2015 the College improved its EEO training from in-person training to an online EEO and Diversity training program that added more flexibility to district employees and increased committee membership participation; and in January 2017, launched an online EEO training "on-demand." (III.A.1)

The hiring process for faculty positions is competitive, comprehensive, and faculty-driven. Job announcements include relevant information, including the possibility, but no guarantee, of online teaching assignments. The District provides the hiring manager with a template to ensure District and legislative compliance language is accounted for each job announcement and faculty hiring committees are structured into first and second levels, are organized, and incorporate the use of technology into the screening process and a teaching demonstration. While each hiring committee member is required to complete EEO training, it does not appear that hiring committees include an EEO Representative to ensure EEO compliance. The District is striving to achieve the inclusion of EEO representatives in all hiring interviews. The hiring committee develops the interview questions and teaching prompts, and assesses the candidate's performance with job-related criteria for each candidate on paper. (III.A.2)

The College shares its responsibilities with the District to assure that administrators and classified staff possess the qualifications necessary to comply with State/Federal requirements, in addition to position requirements and/or industry standards. Hiring managers at the college level are responsible for developing the job descriptions for classified managers, in consultation with Human Resources, in accord with Board policy. Required documents for the application package are clearly defined in job announcements. (III.A.3)

Required degrees held by faculty, administrators and other employees are from institutions accredited in the United States by recognized accrediting agencies. For candidates with credentials from institutions not accredited by a US accrediting agency, academic credentials are evaluated and secured from recognized evaluation services. (III.A.4)

Union contracts, district policies and procedures and college handbooks articulate in writing the criteria and timelines for employee evaluations. The District has developed an electronic notification system that is deployed to the appropriate supervisor/manager for timely evaluations of employees. The written performance evaluation forms for all employee groups, including adjunct and online instructors, are structured in rubric form designed for a comprehensive review and assessment of employee performance, including a process for corrective improvements. Notably, the performance evaluation process for the District's

Leadership Team is rigorous and designed in a phased configuration model, with every 4th year adding an “evaluation survey form” that acts as a 360-review of the employee’s performance by up to 20 individuals (internal and external). Notice and opportunity to correct unsatisfactory performance issues for all employee classifications are in writing and clearly articulated. (III.A.5)

Faculty have the option of including SLO assessment results in his or her self-evaluation. The college SLO assessment, as it relates to faculty evaluations, has been a topic of discussion during the current season of collective bargaining negotiations. A final agreement on this issue (Article 6 of the faculty contract) has not yet been reached and is pending ratification by the faculty union. (III.A.6)

The College maintains a sufficient number of qualified faculty to assure the quality of its educational programs and services to achieve its mission. The College/District has continually met its faculty obligation number benchmark, and meets its faculty obligation number consistently. In terms of faculty hiring, the College implements a well-developed faculty hiring prioritization process. (III.A.7)

Adjunct faculty members are invited to attend all campus events and the District’s new employee orientation workshops. Individual departments include adjunct faculty in new or welcome-back meetings. A rigorous evaluation process for adjunct faculty, including those who teach online, is systematic and conducted regularly. Professional development activities are available to all adjunct faculty and they are also encouraged to attend Institute Day and Flex activities along with full-time peers. (III.A.8)

The need for additional classified employee positions is identified through the Program Review process and through institutional planning. The College provides targeted and ongoing professional development opportunities to its classified workforce in all-campus constituency events, and may want to consider allowing the classified workforce their own professional development day. (III.A.9)

The College maintains a sufficient number of administrators with the appropriate preparation and expertise to provide continuity and effective administrative leadership. Administrative positions were reevaluated and adjusted during the economic downturn for the College. New positions have been added to meet administrative demands, making reorganizational adjustments. Notably, the Athletic Director (full-time faculty position) was re-classified to an academic administrator (i. e., a full-time dean position) and upgraded as a promotion instead of the usual competitive process under EEO compliance. Based on institutional processes and strategic planning, the College established the Office of College Research, employing a Dean of Institutional Effectiveness, a director, and research analyst. The positions are underwritten through categorical and other funding streams. (III.A.10)

The District establishes the written personnel policies in its Board Policies and Administrative Procedures. New policy proposals and suggested revisions from external or internal requests can be considered during the annual review period. The District’s Human Resource Office is responsible for approving the hiring of all employees and for initiating all

employee evaluations. The District has adopted, and publishes in writing and electronically, Board Policies and Procedures, the EEO Plan, Commitment to Diversity, Nondiscrimination policies, and hiring procedures. Personnel policies are reviewed on a six-year comprehensive review cycle along with all District policies. Fairness, consistency, and equity are supported by clear guidelines that are found within the written/published collective bargaining agreements for classified and faculty units, and in the Leadership Team Handbook for management employees. All documents are available to the general public and internally for review. (III.A.11)

The District's Equal Employment Opportunity (EEO) Plan was adopted in 2015, and it reflects the District's commitment to equal opportunity in employment. The College follows the EEO Plan in all hiring processes from recruitment, selection, and employment. Training is provided to selection committee members and, beginning spring 2017, every employee may complete the required EEO training through an online, self-paced module. Even though there is a requirement that each hiring committee member have EEO training, there is no requirement that an EEO representative serve on hiring committees. EEO compliance is self-administered. The District evaluates employment equity and diversity through a confidential data-tracking sheet. The College recognizes an ethnic disparity between full and part-time faculty and students who self-identify as Hispanic. The College found that less than 15% of full-time and part-time faculty are Hispanic to 48% of Hispanic students. The District and College have increased their recruitment efforts outside of the region as far as to Los Angeles County to broaden the candidate pool for open positions and help mitigate this ethnic disparity. (III.A.12)

District Board Policy and Procedures provides a written code of ethics, standard of practice, and civility for the Board of Trustees (BP 3050). The College upholds these standards for its leadership team, and collective bargaining agreements also incorporate these standards into their respective employee performance evaluations. The College's mission, vision, and values statements further reflect the institution's commitment to professional and ethical behavior with emphasis on character, cultural competency, engagement, integrity, civic awareness, and responsible stewardship. (III.A.13)

Professional development for faculty, staff, and management is coordinated by the College and through the District through a comprehensive collection of events, workshops, and activities. Professional development at the College is a collaboration between constituency groups and presented by internal and external facilitators (e. g., a 2-day customer service academy with the Disney Institute). As a result of the Disney Institute's training, the College implemented positive changes to its approach to student-centered service with documented outcomes such as website improvements and creating/wearing name tags for staff and administration to assist students and visitors.

Full-time faculty have a 28-hour Flex requirement per year by contract and adjunct faculty have to fulfill Flex hours based on the scope of their teaching assignment. Tracking is accomplished online and administration oversees this requirement. The Professional Development Coordinating Committee is a standing committee of the College and plans the

“Institute Week” which is open to all college personnel. The College’s Education Master Plan includes a specific objective to strengthen professional development that leads to improved student outcomes as well. Training is offered involving pedagogy, technology and student learning needs.

District-level professional development opportunities are offered to all managers and supervisors on personnel practices, an in-house leadership academy, Title IX, EEO, preventing sexual harassment, performance management, collective bargaining issues, conducting investigations and how to improve communication. It is unclear if the District offers its College Presidents targeted professional development opportunities. (III.A.14)

The District, Office of Human Resource maintains the security and confidentiality of personnel files and employee information (BP 3310) through Ellucian enterprise electronic system, with access only granted to key personnel. Processes are in place to allow employees, access to their personnel file in a secure and confidential environment as required by law. The treatment of personnel records is also addressed in the collective bargaining agreements for classified professionals and faculty. (III.A.15)

Baccalaureate

MJC collaborated with the fourteen other baccalaureate degree pilot colleges, the California Community Colleges Chancellor’s Office, the Academic Senate of California Community College, and the Accrediting Commission for Community and Junior Colleges in determining the minimum qualification for faculty teaching in the Respiratory Care Baccalaureate Degree Program. The minimum qualifications for faculty teaching upper division courses leading to a baccalaureate degree must possess a degree at least one level above the baccalaureate. (III.A.1)

Faculty teaching baccalaureate level courses associated with the major and general education pattern of the Respiratory Care Baccalaureate Degree Program are required to hold a degree one level above the baccalaureate. For instance, according to the job posting for the Instructor of Respiratory Care position, qualified candidates must hold a “Master’s Degree in Health Science or closely related field” in addition to work experience and licensure or eligibility for licensure in California to practice respiratory care. Additionally, MJC provided documentation to evidence the required credential for their upper division general education faculty. (III.A.2)

The Baccalaureate Degree in Respiratory Care has three full-time faculty, the equivalent of one full-time faculty, teaching the technical program courses and three faculty teaching upper level general education courses. Two of the upper division faculty are also provided with appropriate release time to oversee the program, recruitment, and clinical components. (III.A.7)

Conclusion

The College meets the Standard.

College and District Recommendation

None

Standard III.B – Physical Resources

General Observation

The District and the Colleges share responsibilities for the facilities and maintenance planning and operations. These shared responsibilities include ensuring that safe and sufficient physical resources are provided at all locations where teaching, learning, and support services are provided; planning for building, maintaining, and or upgrading facilities, equipment, and other assets to support the colleges in achieving their mission; assuring effective and efficient use of physical resources; and engaging in long-range capital planning to support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and improvement (ISER, p. 44).

The Yosemite Community College District (YCCD) has a centralized organizational structure to support the planning, construction, and maintenance of physical resources district-wide. Modesto Junior College (MJC) has two main campuses, located one and half miles apart. The East campus is the original site, situated in approximately 54 acres; while the West Campus is approximately 167 acres with about three new buildings constructed with Measure E capital outlay bond passed in 2004. The \$326 million voter-approved general obligation bond for the District was designed for repairs, upgrade, and new construction for MJC and Columbia College facilities; expansion of education sites in Patterson, Oakdale, Turlock and Calaveras County. The funds allocations were as follows: MJC \$220.1 million, Columbia College \$52.5 million, and District Central Services \$53.4 million.

The Yosemite Community College District (YCCD) Board of Trustees and the Citizen Oversight Committee approved construction projects that were initially identified in the District Facilities Master Plan. Most of the projects were implemented in three phases, between 2005 and 2016.

District and College facilities are nicely designed and appear well-maintained. They help create an environment that supports teaching and learning.

Finding and Evidence

The District facilities maintenance and operations supports three college sites to ensure access, safety, and security; and to provide a healthy environment that is conducive for teaching and learning. These sites include the East Campus, West Campus and Beckwith Ranch. In order to maintain security on campus, the Board developed policies that are implemented through Administrative Procedures (AP) on Weapons on Campus, AP 3530. Exemptions are defined in Board policy 3530. The weapon ban on campus is subject to California Code of Regulation Title 5, section 41301 and California Penal Code Sections 626.9 and 626.10, including administrative disciplinary action, and/or criminal arrest and prosecution. (III.B.1)

YCCD has plans and systems in place to proactively address, monitor, and mitigate facilities issues to improve safety and to ensure access to physical resources. For example, YCCD has an order system called Datatel Colleagues. Work orders are prioritized based on security, safety, and ADA administration. YCCD facilities automation system ensures improved

efficiencies and productive learning environments, such as HVAC infrastructure remote controls, electronic locks (access control), intrusions systems, and fire alarms.

Prior to the passage of Measure E, MJC engaged in a comprehensive facilities-planning process identifying projects and priorities. MJC commissioned an Educational Master Plan in 2006-2007 and updated the MJC Facilities Master Plan thereafter. The College usually submits a five-year Scheduled Maintenance Report to the California Community Colleges Chancellor's Office on an annual basis. This technical report identifies needed maintenance (both scheduled and deferred), including determination of cost, yearly schedules, and source of funding. This report also helps the college ensure effective monitoring and maintenance of physical plants. Implementation of the projects identified in the report is done through the District Facilities Planning and Operations Department. (III.B.1)

Project planning for Measure E ensures access to existing and new facilities, such as maintaining standards for American with Disabilities Act (ADA). Facilities are constructed and maintained to ensure that safe and sufficient physical resources are in place for effective student learning and support services. YCCD maintains compliance with all building codes as required by the state, federal and local entities – such as fire, health and safety regulation codes and standards. YCCD also adheres to the guidelines of the Division of State Architects (DSA), Occupational Safety and Health Administration (OSHA), and California State Fire Marshal. (III. B.2)

In addition to the West and East campuses and distance education programs, MJC also provides instruction in a number of off-campus sites that include high schools, agencies, and hospitals. In the nursing program, there is also the availability of a two-way video and audio to Columbia College. The College's Distance Education Strategic Plan is scheduled for an update in fall 2017.

The five-year capital outlay plan is based on enrollment projections and capacity load ratios that are derived from the Weekly Student Contact Hours (WSCH) relative to classroom and space utilization. The College uses several processes and reports to ensure that program and services needs determine new equipment, replacement of equipment (refresh), facilities and maintenance priorities. MJC uses Program Reviews processes to identify equipment replacement and maintenance needs. These needs are compiled in a report and sent to the Resource Allocation Council (RAC) for considerations. The Facilities Planning and Operations office maintains all college facilities; staff conducts annual inspections for preventive maintenance and tracks requests for services, repairs, and upgrades. The Technology and Media Services staff evaluates and performs upgrades and replacements. Replacement of classroom technology is included in program review and considered in the resource allocation process. The College Facilities Council, Technology Committee, and Distance Education Committee establish standards for supporting college programs and services. (III. B. 2)

MJC effectively utilizes available college classrooms by providing an Annual Space Inventory Report (ASIR), which is conducted by the Facilities Planning Operations. ASIR

provides information on how the college is using its facilities by type of room, type of instruction in the room, and room capacity. In addition, MJC assesses the effectiveness of its physical resources through regular meetings between the college president and the Director of Facilities Planning and Operations. The College also utilizes an enrollment-management analytics program that maximizes the use of facilities, thereby increasing institutional capacity to meet students scheduling needs. The College also uses an online real time Event Management System (EMS) to manage facilities requests for all activities, including outside entities.

MJC evaluates its physical resource needs on a regular basis to leverage federal grant funding to address identified areas of improvements. For example, the West Campus library was renovated to include a high tech STEM Center equipped with student collaboration rooms utilizing a STEM Grant. The College also renovated the West Campus building into a one-stop center for student support services. The construction of Glacier Hall, which houses the new MJC Baccalaureate Degree in Respiratory Care and other allied health programs, represents a good example of how the College meets this Standard. Glacier Hall is outfitted with classrooms and laboratories with modern instructional technology to support teaching and learning. The design features of Glacier Hall will facilitate effective teaching and learning using multiple modalities, now and when the program grows. (III.B.3)

A long-range capital plan is intended to support institutional improvement goals and to identify projects for total cost of ownership of new facilities as well as maintenance of deferred facilities and equipment, so that facilities are sufficient and safe for teaching and learning. MJC has developed new long range capital plans to guide decision making, such as the Facilities Master Plan, the Five-Year Construction Plan, the College Strategic Plan, and Educational Master Plan. The College has completed a number of long-range capital projects since the last accreditation visit. (III.B.4)

MJC utilizes total cost of ownership (TCO) to assess personnel needs, maintain new technology or facilities, identify on-going maintenance costs, depreciation (GASB 45) and replacement plans for new equipment as technology changes often. The College has been proactive in avoiding or reducing future costs and is committed to sustainable facilities, equipment and technology by carefully considering the life-cycle cost in capital planning. Stakeholders in the custodian and facilities departments are involved in facilities planning to minimize future costs. Newer buildings have been configured and built to meet Leadership in Energy, Environmental Designs (LEED) certification standards as a way of reducing future energy cost.

The District facilities department, which is centralized, has limited resources for its scheduled maintenance and deferred maintenance, since state supported block grants for instructional equipment and scheduled maintenance is inadequate. While the use of Measure E General Obligation Bond, approved by the voters in 2004, has helped to construct new buildings and infrastructure, the District is challenged with inadequate resources for maintaining the level of cleanliness, on-going repairs of equipment, and maintenance. The

amount of local scheduled maintenance funding will continue to dwindle, as the bond program is spent down.

The District needs to address TCO for equipment and scheduled and deferred facilities maintenance for both colleges in order to ensure adequate physical resources for teaching and learning. The implementation of TCO has not been feasible due to limited resources necessary to maintain equipment, HVAC, plumbing and electrical repairs. Due to the heavy use of the facilities, the College struggles to staff facilities maintenance and operations during hours of operation. This lack of adequate resources has an adverse impact on the availability of equipment necessary to deliver instruction in the classrooms and consistently challenges procurement of large equipment for teaching and learning. The District has struggled to provide additional staffing for both custodian and facilities maintenance and operations due to budget constraints. However, it is critical for the District leadership, in collaboration with college leadership, to address TCO in both the short and long-term, and in a sustainable manner. (III.B.4)

Baccalaureate

During the team’s site visit, it was verified that the MJC Baccalaureate Degree in Respiratory Care is housed in Glacier Hall which focuses on Allied Health programs. Glacier Hall includes classrooms and labs outfitted with current instructional technology to support teaching and learning. The building has a computer lab and wireless capacity to meet the needs of faculty and students. Glacier Hall also includes two high-end video conference classrooms that can be used to capture lecture, teach remotely, or connect with other institutions. Finally, there is a common area for students to gather. (III.B.3)

Conclusion

MJC, in collaboration with the District Office, meets Standard III.B except for III.B.4. The College, in collaboration with the District, provides accessible and safe facilities needed to support teaching and learning. The District and the College have relied largely on the \$326 million general obligation bond to improve its long-range facilities and equipment needs at all sites, supplemented by grants and other one-time resources. Since the general obligation is almost spent down, there is an increased sense of urgency to address the total cost of ownership for new facilities as well as maintenance of deferred facilities and equipment, so that facilities can continue to adequately support the college mission and are safe for teaching and learning.

District Recommendations

Recommendation 1 (Compliance)

In order to meet the standard, the team recommends that the District address the total cost of ownership for physical and technological resources in support of the Colleges’ missions, operations, programs, and services. (III.B.1, III.B.4, III.C.2)

Standard III.C – Technology Resources

General Observations

Modesto Junior College emphasizes the effective use of technology in support of teaching and learning, student success, and administrative functions. Technology services, support, hardware, and software meet the institution's needs and advance its mission of serving students. College Information Technology Services works within the best of its ability with District Technology to provide appropriate and adequate support for management and operational functions, academic programs, teaching and learning, and support services. The governance structure at MJC provides opportunities for input from constituencies and advisory committees in IT planning processes and decisions.

Technology resources and services, including training and support at MJC are adequate, sufficient, and support the institution's mission and day-to-day operations, programs, and services. Coordination and integration between the college's technology plan with the district's technology plan for technological infrastructure updates to ensure quality and relevance has been hindered by the vacancy in the Vice Chancellor of Information Technology position and the outdated District technology plan. Furthermore, ongoing technology upgrades and replacements to ensure necessary access, safety, reliability and security of all it technology resources at all its locations is challenged by the lack of a sustainable plan for permanent funds beyond the use of Bond, Lottery and Technology Resources and Library Materials funds.

Findings and Evidence

MJC technology resources and services, including training and support, are appropriate and sufficient in supporting the institution's programs and services and management and operational functions. In the last few years, MJC has made improvements to its technological infrastructure, including it processes for technology planning, support and maintenance. In 2014, the Information Technology Services (ITS) department was restructured to include both media services and technology services that had previously been college departments. ITS now serves the District and College needs for communications and operational systems through the incorporation of industry standards and emerging technologies (III.C.1).

The College uses its participatory governance committees to make decisions about technology, which are informed by the college's Technology Plan. This plan outlines how the College identifies institutional needs, develops training, establishes process for technology acquisition and maintenance, and allocates resources for technology. The District Technology Advisory Committee (DTAC), a district wide committee is responsible for technology planning and implementation at the District level. Due to the vacancy in the Vice Chancellor of Information Technology position, DTAC has not met regularly and the coordination with MJC's Information Technology Services and Technology Plan to identify College needs and implement initiatives is lacking. (III.C.2)

Assessment of the effectiveness of campus technology is facilitated through program review, strategic planning, and resource allocation processes. Through the constraints of the college's general fund budget, the College has supported and maintained its technological infrastructure through state Instructional Technology and Library Materials funds, Lottery

dollars, and bond resources. To sustain the College's ability to ensure its technology remains current and appropriate for the programs and services it provides and to meet its teaching and learning needs, permanent ongoing funds need to be identified and secured. The District needs to address total cost of ownership and integrate its technology plans, with MJC's technology plan in order to ensure adequate technological resources are provided that support the college's mission, operations, programs, and services (III.C.2).

MJC, through its strategic planning processes, evaluates how well existing technology meets the needs of its programs and services at both its East and West campuses and plans for improvements where necessary. The District's Instructional Technology Services provides infrastructure, security, and maintains technology support (III.C.3)

The College provides adequate and appropriate training and support to its constituents in the use of its technology resources. MJC's Educational Master Plan and Technology Plan prioritize training and outline tasks to increase the effectiveness of technology professional development and student training. MJC, through its institutional self-evaluation has identified an actionable improvement plan to enhance technology training by developing a campus wide plan for assessing training needs, coordinating targeted professional development, and evaluating the effectiveness of training (III.C.4).

District Board Policy 3720 guides' acceptable use and privacy guidelines of technology resources in the teaching and learning processes and provides protection against any abuses of District technology resources. (III.C.5)

Baccalaureate

Modesto Junior College has worked with its ITS department to develop support systems for the program including an online application, student record retention, transcript, and financial aid processes specific to the baccalaureate degree. The Allied Health and Family Consumer Sciences division instructional support specialist and instructional support technician developed a list of specialized equipment and software for the program including a high fidelity respiratory patient. Additionally, the classrooms are technology ready allowing courses to be offered in face to face, hybrid, and full online formats seamlessly. The MJC front end web developer and marketing department have worked to develop a comprehensive website and web services in support of the baccalaureate degree program. Potential students are able to add themselves to a listserv and receive regular communication from the Respiratory Care program including open house dates, application periods, financial aid workshops, and program specifics. Students and faculty are trained on Canvas prior to beginning the program to ensure they are prepared for the hybrid experience. (III.C.1)

Conclusion

The College meets Standard III.C, except III.C.2 regarding total cost of ownership.

Modesto Junior College provides appropriate technology resources, services, support, hardware, and software that support the institution's mission and day-to-day operations, programs, and services. The College's support of technology services, its emphasis on faculty professional development and certification for distance education instructors and its

training and support for all constituents in the use of institution technologies promote the effective use of technology in teaching and learning. The District's technology planning needs to be aligned and integrated with the college's technology planning for regular updates and replacement of its technological infrastructure to ensure quality and relevance of the college's technology infrastructure. Permanent ongoing funding sources need to be identified and sustainable for ongoing technology replacement and updates needs. The College has effective participatory processes for identifying and funding technology needs, including regular input from students, faculty, and staff.

District Recommendations

See District Recommendation 1

District Recommendation 2 (Improvement): In order to improve effectiveness and transparency, the District needs to engage college and district constituencies with timely, deliberative, and collaborative dialogue to coordinate ongoing efforts in the creation, development, and alignment of all college and district plans and planning processes, including college and district-wide strategic plans, facilities plans, technology plans, resource allocation (including one-time funds), and human resources. As well, it is recommended that the District strengthen communication regarding district decisions. (III.B.4, III.C.2, III.D.3, IV.A.6, IV.D.6, IV.D.7)

Standard III.D – Financial Resources

General Observations

Modesto Junior College is one of the two colleges in the Yosemite Community College District (YCCD) that is supported by centralized fiscal services. District Fiscal Services is charged with the responsibility of maintaining financial stability, integrity and transparency in the allocation of resources district-wide. The District and the two colleges receive state funding generally described as unrestricted revenue or general funds. General funds restricted budget includes all state categorical programs, college co-curricular trust funds, community education programs, grants, and other special programs and the parking lot funds. The restricted portion of the Great Valley Museum Operations is accounted for in the restricted general funds, including college health fees.

Findings and Evidence

The YCCD budget is disbursed based on the Resources Allocation Model Analysis (RAMA) utilizing FTES for apportionment. The RAMA is based on SB361 Funding Model. MJC receives 89% of the District's Full Time Equivalent Students (FTES) allocation while Columbia receives 11%, after the centralized support services are allocated. In consideration of the size of Columbia College, a small college consideration is factored in. Therefore, Columbia College receives a bigger share than its actual FTES allocation (i.e., 15% instead of 11%).

During the last three years, the FTES for the District has been flat. Student success and student equity are the primary goals at both colleges in the District. During the 2016-2017 fiscal year, MJC's total unrestricted budget was \$56.2 million. Ninety four percent (94%) or \$53 million of this fund went into personnel costs, leaving only \$3.2 m (6%) for discretionary expenditures such as supplies, materials, services, capital outlay, and other expenses. However, most of the operational costs and liabilities are budgeted for in centralized services such as Human Resources, Fiscal Services, Facilities Planning and Operation, Security, legal, Technology Services, and miscellaneous administrative liabilities.

In 2004, YCCD successfully passed Measure E, a \$326 general obligation bond. Measure E was designed to improve and construct educational facilities at MJC and Columbia College. MJC received \$220.1 million, enabling the College to implement 28 projects from the YCCD Facilities Master Plan, including the new Science Community Center, Agriculture Center for Education Pavilion, Center for Advance Technologies, Students Services Building, and roadway improvements. Based on sound fiscal conservancy, the District was also able to construct a new District Office building from Measure E.

In addition to unrestricted funds and Measure E general obligation bond funds, the College relies on alternative source of funding, such as grants, to support its academic mission. Some notable examples include a five-year \$2.5 million Developing Hispanic-Serving Institution (Title V) grant from the U.S. Department of Education; a \$4.3 million Hispanic-Serving Institution Science Technology Engineering and Mathematics (STEM) grant; a \$900,000 Irrigation Technology Grant from the National Science Foundation; and three federal TRIO grants. The College involves faculty and staff that are most appropriate to establish and manage grants, and follows Board procedures for grant management including an annual

financial audit.

A new baccalaureate program has just been established in the Allied Health Department with full time faculty and various part-time for administrative support services that will be funded by program enrollment. This new program resource needs are embedded in the college planning processes; while one-time costs as a pilot program is funded by the State Chancellor's Office. In concert with the Education Master Plan, the updated Strategic Plan introduces strategic directions that serve as college goals that inform the financial planning and decision making of the College. In spite of budgetary challenges, MJC has remained attentive and creative in supplementing its general restricted and unrestricted funds, and manages its financial resources effectively to support its student-focused mission.

(III.D.1)

MJC's financial resources are allocated to programs and services based on unit planning processes that demonstrate alignment with the college mission and strategic goals. Program review serves as a primary vehicle for the identification of program strengths, areas for improvement, and program needs for instructional departments, student services, and administrative services. The college general fund budget is built around MJC's annual FTES target. Data-informed planning and decision-making ensure that the College meets its enrollment goals and that budget expenditures stay within the College's fiscal means.

The College had a balanced budget during the 2016-17 fiscal year. Financial information and audit reports are widely distributed to stakeholders through various sources.

Budget information is regularly scheduled on the College Council agenda. Minutes of the College Council meetings are available to the public.

YCCD formed an alliance of a joint power agency in 1986, called Valley Insurance Program JPA (VIPJPA), to manage and mitigate risk. The net assets in 2015 stood at \$16,542,239. The insurance is managed by the Alliance of Schools for Cooperative Insurance Program (ASCIP) since October 1, 2010. (III.D.2, III.D.3)

The YCCD Board of Trustees adopted Board Policies and Administrative Procedures (i. e., BP and AP 6200, Budget Planning; BP 6250, Budget Adoption; BP and AP 6300, Fiscal Management) to guide fiscal planning, implementation, and management; to ensure that the District's fiscal resources adequately support the vision and the mission of the colleges; and to ensure that the District meets the standard of sufficient cash flow, implement contingency plans to meet financial emergencies and unforeseen occurrences. Board Policy 6305, Reserves, requires a 10% YCCD reserve against shortfall in state general funds apportionments and other local contingencies. This level of reserves exceeds the State-mandated reserves of 5%. (III.D.2, III.D.3)

An independent auditor conducts an independent fiscal audit of YCCD. The independent auditor's report for June 30th, 2016 found no deficiencies for MJC. Also, there were no deficiencies reported in the internal controls of Measure E General Obligation Bond, MJC

Foundation, and Greater Valley Museum Foundation. Federal financial reports to external funders such as the U.S. Department of Education and State of California agencies were compliant and had no incident of questionable cost. The financial aid policy complies with federal Title IV regulations. The successful management and oversight of these various financial processes is a testament of institutional effectiveness.

Driven by the college mission, financial planning and the allocation of resources at MJC is integrated into college planning. Guided by board policies and administrative procedures, YCCD follows sound fiscal management practices to support its strategic directions. However, YCCD planning processes can be strengthened with formal and informal structures that foster broad opportunities for input and dialogue from District constituencies. The team recommends a closer alignment and integration of college and district plans and planning processes, including more inclusive and deliberative processes that engender the active participation of all constituent groups district-wide and communication strategies that demonstrate transparency. (III.D.3)

There is evidence that the YCCD Board of Trustees policies and the consequent Administrative Procedures (AP) effectively guide the District's financial management in a manner that ensures financial stability and integrity to support student learning. Budget development processes are meticulous. MJC's Resource Allocation Council makes recommendations to the College Council based on eight guiding principles that include alignment with the college mission and goals, scholarship of teaching and learning, strengthening support services, and use of well-defined data. (III.D.4)

The District Budget Allocation Model (BAM) usually begins with the Chancellor's Cabinet and works through District Council once the State Budget information is known. Proposed FTES targets are set by each college within the State growth parameters. Budget priorities and assumptions are discussed and planned at the Chancellor's Cabinet and the various College Councils. As noted above, District-led budget planning can be improved by strengthening and aligning planning processes, and increasing communication regarding fiscal decisions. The financial integrity of the College and the District is ensured through sound financial management practices and internal control mechanisms. (III.D.5)

YCCD revised its resource allocation model during the 2014-15 fiscal year to align with SB-361, California Community College funding allocation model adopted in 2007. The resource allocation model assures that the colleges receive what they earn after the cost of central services are deducted. It was designed to ensure that the College budgets reflect appropriate allocation to support the College's mission and goals for student learning. Resource allocation information is provided on the YCCD Fiscal Services website. The YCCD fiscal statements are audited annually in accordance with generally accepted auditing standards in the United States. The YCCD received an unmodified opinion for the June 2015 and 2016 years. The YCCD had one audit deficiency noted in both the 2015 and 2016 fiscal years. This deficiency has since been resolved. The College's financial documents, including its

budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support the College's mission and goals focused on student learning. (III.D.6)

The District has received audit findings in the past several years regarding their information system's lack of internal controls. For example, in 2014, 2015 and 2016, the District received recommendations related to significant deficiencies in their information systems. In 2015 and 2016, the District received the same recommendations since it had not fully implemented their corrective action plan. Since then, the District has put corrective action plans in place to meet these recommendations. (III.D.7)

The District has an internal audit department that regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws and statutory regulations. A review of the Internal Audit evidence was limited and only reflected a single audit of cash on hand in two cash boxes in July, 2016. In response to any college audit findings, the College prepares a corrective action plan. Financial audits with continued unqualified opinions in the areas directly impacting the colleges support the assertion that the institution manages its financial affairs with integrity and continues to remain financially stable. (III.D.8)

The District and the College maintains sufficient cash flow. The College and District finances are well managed in a manner that support and sustain student programs and services. Following Board Procedure 6305, the College/District maintains a 10% reserve for any contingency and to support stability. (III.D.9)

The financial position of the College is healthy, with the District maintaining a minimum of 10% reserves for emergency, State of California budget shortfall and other contingencies. There is no material weakness in the internal controls of the financials. The Independent Auditor's Reports indicated that revenues and expenditures, generally known as assets and liabilities, are well maintained in accordance with the Generally Accepted Accounting Principle (GAAP), resulting in an unqualified opinion. (III.D.11)

The YCCD Board Policies and the Administrative Procures are the foundation of financial planning that supports the mission and goals of the colleges. The long-range financial position of the institution is healthy, such as Other Post-Employment Benefits (OPEB) for retirees in accordance to Government Accounting Standard Board (GASB). YCCD has also begun normal contributions to fund, on behalf of active employees, future retirees' health benefits. The YCCD also has effective oversight for financial aids, grants, contractual relationships and auxiliary organizations or foundation. To ensure financial stability, the College and the District annually assess and allocate resources for the repayment of incurred debt. (III.D.10, III.D.11, III.D.12, III.D.13)

Measure E general obligations funds have been well utilized to fund capital projects and local scheduled maintenance of facilities and technology. The citizen oversight committee report

indicates that the use of funds is in compliance with intent of the ballot language. All College and District financial resources are used with integrity and in accord with the intended purposes of the funding source. (III.D.14)

The College works in collaboration with the YCCD Accounting Department to ensure that the administration of student financial aid complies with federal and state regulations, including Title IV of the Higher Education Act. Student financial aid activities are audited annually by an external auditor. The Independent Auditor's Reports for the past three years did not identify any deficiencies related to the disbursement of financial aid. Student loan default rates, federal financial aid revenue, and financial aid disbursement processes are regularly monitored to ensure compliance with federal financial aid regulations. The College does not administer any loans, except for student nursing loans. The College's U. S. Department of Health and Human Services Administration default rate for 2015-16 was 3.32%. (III.D.15)

MJC and YCCD have systematic processes in place, including board policies and procedures, to govern the integrity of contractual agreements. YCCD Board Policy 6330 requires the board to review and approve all contracts greater than \$10,000 every 60 days. Board Policy and Administrative Procedures 6340 address bids and contracts. The evaluation team verified that the College's contractual agreements with external entities are governed by Board policies and procedures and are consistent with the College's mission and goals. (III.D.16)

Baccalaureate

Modesto Junior College manages its financial resources with a focus on its mission. The baccalaureate program resource needs are embedded in College processes. Start-up program costs are appropriately funded by the Chancellor's Office one-time allocation for Colleges in the baccalaureate pilot program. Additionally, MJC used Career Technical Education (CTE) to fund patient simulator equipment for the program. The College has provided targeted resources to build the baccalaureate program, including a dedicated program director (.15 FTE), a part-time Administrative Specialist (.50 FTE), and direct oversight by the Dean of Allied Health. Program faculty developed a comprehensive list of equipment and teaching materials for the program to be funded by the Chancellor's Office start-up allocation. The program is housed under the Allied Health Division, which will include the bachelor program review in all future resource planning at the college.

Conclusion

The College meets Standard III.D. However, the team recommends that the District strengthen its fiscal planning processes by allowing increased district-wide participation, and inviting increased collaboration, collegial deliberation, and dialogue.

District Recommendation

See District Recommendation 2

Standard IV.A - Decision-Making Roles and Processes General

General Observations

Modesto Junior College fosters an environment that ensures representation of all constituencies in college governance and values the input of these constituents in improving institutional practices, programs, and services. MJC enacts policies and procedures that clearly define the role of its constituencies in decision-making including recommendations about curriculum and student learning programs and services. Governance processes and decisions at MJC are documented and widely communicated across the institution, including the regular evaluation of these processes to assure their integrity and effectiveness.

Findings and Evidence

Institutional leadership creates and encourages innovation at MJC that is sustained through their *Engaging All Voices* decision-making handbook. The president further advances innovation through both formal and informal mechanisms. Informally, the president holds Coffee & Conversation, where all employees are encouraged to drop in for an hour of conversation. Formally, the president holds regular consultation meetings with representatives of employee groups, including student leaders. (IV.A.1)

Local decision-making processes are detailed in the *Engaging All Voices* handbook as well as BP 2350 and BP 5400. This handbook and these policies ensure that faculty, administrators, staff, and students are included, as appropriate, in local decision-making and on governance committees. College Council is the principle participatory governance body that makes recommendation to the President on college policy and procedural matters. College Council receives recommendations from the five supporting councils: Accreditation Council, Facilities Council, Instruction Council, Resource Allocation Council, and Student Services Council. All constituencies are represented on these councils and there is commitment to ensure recommendations are thoroughly vetted. (IV.A.2)

MJC governance committees have representative structures that include administrators and faculty. Academic and professional matters are defined in BP 7-8049. (IV.A.3)

MJC relies primarily on the Academic Senate on decisions and policy regarding curriculum, degree and certificate requirements, grading policies, faculty role and involvement in accreditation process and policies for faculty professional development activities, which is delineated in BP 7-8049. (IV.A.4)

At MJC, the *Engaging All Voices* handbook ensures that participatory governance groups appropriately consider relevant issues. Planning occurs annually and is sufficiently flexible to ensure timely issues. At the District, governance and decision making lacks engaged participation and collaboration with college constituencies and leadership, particularly in the areas of budget development and resource allocation. (IV.A.5)

MJC employs a diversified approach to communicate the processes and results of local decision-making policies. Throughout the governance structure, both actions and the results of work are shared via meeting minutes, verbal and written reports, campus-wide emails,

and the college website. At the District, decisions regarding budget development and resource allocation lacks transparency and broad communication to college constituencies and leadership. (IV.A.6)

MJC regularly evaluates, through various means, the effectiveness of its governance process as a whole. Through its self-evaluation process, MJC has identified an Actionable Improvement Plan to strengthen its governance and decision-making structures by institutionalizing a reasonable, reliable, and engaging regular review and assessment of its framework for decision-making. As part of this ongoing evaluation process, college constituencies have already expressed strong interest in developing an orientation for new members of College Council in order to facilitate better understanding of the Council's role and the duties and responsibilities of individual members. (IV.A.7)

Baccalaureate

Modesto Junior College established a broad Baccalaureate Task Force to discuss priorities, services, and learning support. Input from the Respiratory Care Advisory Committee helped shape program goals. Discipline experts from multiple general education departments worked with program faculty to develop upper division curriculum. Students commented on the value of the upper-level general education courses in terms of global perspective and sociology.

All curriculum was submitted through the regular Curriculum Committee approval process, led by cross-disciplinary faculty at the College. The Vice President of Instruction met regularly with the academic division dean and program faculty during the development of the program to provide direction, support and connection to campus resources.

Conclusion

Modesto Junior College has designed a thorough governance structure that promotes inclusion and participation by all campus constituencies. The College informs the campus community of its decision-making through a variety of communication strategies. Collaboration with and transparency of District decision making, including budget development and resources allocation could be improved through greater inclusion of college constituencies and leadership in these processes.

The College meets Standard IV.A.

District Recommendations

See District Recommendation 2

Standard IV.B - Chief Executive Officer

General Observations

The overall quality of the College's actions and initiatives in support of Standard IV.B is excellent, as evidenced in its focus on professional development (e.g., Leadership Academies), through the communication efforts on the part of the President (e.g., "MJC Reflection") (IV.B.1), and by the adoption and usage of the *Engaging All Voices* handbook to provide a template for transparency in decision-making. Exemplary is the president's leadership of the changes necessary to address accreditation issues after receipt of probation status in a previous evaluation (IV.B.3), as exemplified through the introduction of a data-informed, integrated college planning process.

Findings and Evidence

Ample evidence of participatory governance has been established through the full incorporation of *Engaging All Voices* guidelines into the College's governance structure as well as by supporting documentation provided through meeting minutes and special communication efforts by the President, as evidenced by what is known as Institute Day, Coffee and Conversation, and the electronic newsletter *MJC Reflection*. The President is focused on the effective use of data in decision-making through her establishment of the office of Institutional Effectiveness, which has helped to align program review requests with institutional funding decisions. Professional development of faculty and staff is a priority for the College and the District, as evidenced in the Leadership Academies and the Asilomar retreat. (IV.B.1)

The College has assembled a strong cohort of vice presidents and deans who are providing decisive leadership to a broad spectrum of institutional initiatives and programs in support of student success. A positive consultative relationship under the auspices of *Engaging All Voices* clearly exists with the faculty academic senate, the bargaining organizations, and associated student body, with campus conversations confirming that the "good faith effort" principle embedded in *Engaging All Voices* continues to be an authentic aspirational goal. *Engaging All Voices* is in a process of maturation, subject to ongoing review to ensure that it remains the core of the decision-making culture at Modesto Junior College. The College has recognized its challenges in being able to ensure sustainable division operations without the infusion of additional resources to expand the number of deans. (IV.B.2)

The College, under the leadership of the president, demonstrates a clear commitment to the process of evaluation and planning and its linkage with the resource allocation process. Expanding resources through expansion of the acquisition of grants is of particular note, highlighted by the procurement of grants from the National Endowment for the Humanities and funding for STEM Learning Connections, the Irrigation Technology program, and a Center of Excellence for Veteran Student Success. Also noteworthy are the valuable contributions of the Modesto Junior College Foundation in pursuing support for scholarships and other critical college initiatives. (IV.B.3)

The president has taken a decisive leadership role in ensuring that the College addresses accreditation standards and incorporates said standards into an integrated process of planning and resource allocation. Nowhere is this as evident as in the comprehensiveness of the Institutional Self-Study Report, the result of a consistent and multi-year effort to build a

campus-wide awareness of the accreditation process as a model for ongoing and continuous improvement. This awareness was established through various initiatives, such as the inclusion of an Accreditation Council within the participatory governance structure, the development of an accreditation website, and the organization of open forums that solicited feedback through the self-study process. (IV.B.4)

The president shows a clear understanding of the statutes, regulations, and policies of the District and the State and effectively communicates them to college leadership and to the College in general through several avenues, including weekly meetings with executive leadership and meeting agendas that include College Council discussions, as evidenced by meeting minutes. (IV.B.5)

The City of Modesto values the College for its 90-plus years of service to the community. As a result, a strong connection between the two entities clearly exists and is valued by both. The president understands this commitment by the City to the College and engages in multiple outreach initiatives in order to maintain positive partnerships throughout and within the community. Examples of success include the Stanislaus Futures project, the “Campus Connections” program, which provides bicycle pathways between the East campus and West campus, and a growth in Foundation assets as the result of ongoing fund-raising and stewardship efforts in the community and the region. (IV.B.6)

Conclusion

The College meets Standard IV.B and ER 4.

College and District Recommendation

None

Standard IV.C – Governing Board

General Observations

The Board of Trustees (Board) of the Yosemite Community College District has three newly elected board members and a new chancellor that provide leadership for this large district. The seven-member Board is still working out this transition of leadership to understand the delineation of roles, responsibilities, and clear lines of authority in the District and at the colleges within its jurisdiction.

Findings and Evidence

The YCCD Board consists of seven members, three of whom are newly elected and four who have served on the Board for a period of time. Board responsibilities are codified in Board Policies. The Board has established an ad hoc committee to review the policy and procedures process to ascertain their effectiveness. The Board has both authority over and responsibility for these policies, which assure the academic quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the District. The Board receives quarterly financial reports to monitor the fiscal health of the District. (IV.C.1, ER 7)

Governing authority rests with the entire Board, not with individual members. Interviews with five of the seven board members, including new and longer serving board members, indicated the presence of two factions on the Board, the existence of which is evident and well-known among board members, college and district constituents. The division among the board members appears to have a disruptive influence to board operations and board relationships, and is feared to have a negative impact on certain operational aspects of the District; in particular, undermining the delegation of authority to the chancellor and the college presidents, suggesting distrust in the administration, and challenging the efficacy of operational processes that are in place. This obvious public divide between the Board members has impacted Board members' relationship with each other as well as their relationship with some college and district staff. The negative impact, whether real or perceived, demonstrates that the Board is currently not acting as a collective entity. Although votes are not always split on all matters that come before the Board, Board actions are not seen as demonstrating collective support for board decisions, especially concerning some recently contentious changes in policy and procedures such as travel. (IV.C.2)

Board Policy 2431 specifies that the Board shall establish a search process to fill the vacancy of the chancellor and shall select the chancellor. This same policy indicates that if a college president vacancy occurs, the chancellor shall work with the Board to establish a search process to fill the vacancy and select the college president(s). Board Policy 2435 provides for an annual evaluation of the chancellor that complies with requirements set forth in the contract of employment with the chancellor. The criteria for evaluation shall be based on Board policy, the chancellor job description, and performance of goals and objectives developed in accordance with Board Policy 2403, Delegation of Authority to the Chancellor. The Board utilizes the evaluation tool recommended by the Community College League of California (CCLC) to facilitate the annual evaluation of the chancellor. (IV.C.3)

The Board allows for public comment at the opening of its meetings and on specific agenda items. Board meetings are held twice a year at the Columbia College campus, which is 57 miles from the District Office, to ensure access to area residents to participate in meetings. Board Policy 2200 outlines the Board's responsibilities, which includes promoting desirable school legislation and seeking to prevent undesirable school legislation. The Board also approves the policies of the District while acknowledging the participatory process through which policies are developed, reviewed, and revised. (IV.C.4, ER 7)

The Board has established a number of policies to support the District mission and ensure that it has ultimate responsibility for the educational quality, adequacy of resources, and legal expertise for and of the colleges within its area. The Board sets policies for institutional effectiveness, graduation, curriculum development, and standards of scholarship. The Board maintains a fiscal reserve at 10% or greater to safeguard against fiscal uncertainties. The District's process for Board Policy and Administrative Procedure Review ensures widespread dialogue throughout the District, with final recommendations being made to the chancellor and finally to the Board. (IV.C.5)

Board Policy 2010 specifies that the Board shall consist of seven members elected from seven trustee areas in the District; Board Policy 2015 allows for one non-voting student member who attends one of the colleges in the District. Board member duties, responsibilities, and structure are outlined in Board Policy 2200. Section 2 of the District's Board Policies provide for all the policies related to the Board, including all operational procedures and structure. Board policies and procedures are posted on the YCCD website. (IV.C.6)

Board Policy 2355, Decorum, provides the basis for acceptable behavior at board meetings. Board Policy 2715, Code of Ethics/Standards of Practice requires board members to act in the best interests of the entire District, maintain a collegial atmosphere, and use appropriate channels of communication. In reviewing Board Meeting Minutes of the August 10, 2016 meeting, the notes cite Resolution 16-17.01-A censuring a trustee for Conduct Inconsistent with the Board's Code of Ethics/Standards of Practice. The trustee wrote an email to a District employee discouraging the donation of \$100 or more to a candidate running against the trustee's spouse for the position of County Supervisor. This was to ensure that the employee's name would not be listed publicly. This behavior was cited as crossing ethical lines established by the Board. The Board followed its Code of Ethics by censuring the board member for this communication, which could be considered intimidation of an employee. In addition, one of the newly elected board members is married to a full-time tenured faculty member at one of the colleges. This board member has voluntarily withdrawn from discussion and decisions where a conflict of interest may arise. Additional training on ethical boundaries may benefit the Board. The Board of Trustees reviews policies and procedures regularly according to an established schedule as outlined in the Yosemite Community College District Board Policies and Administrative Procedures, and revises them as necessary. The process for board policy review is clearly outlined and published on the YCCD website. One of the recent Board Policy revisions related to travel has raised questions regarding how to balance between the Board's need for information and the Board's delegation of authority to the chancellor. (IV.C.7)

The Governing Board receives regular reports at board meetings on how the colleges are improving student learning and achievement. The Board receives reports on the Scorecard Data related to student success, basic skills completion, and CTE completion. The college Educational Master Plan and strategic plans were presented as part of the consent agenda. (IV.C.8)

Board Policy 2740 indicates that the Board should receive ongoing development and that new trustees receive orientation. All three of the newly elected board members attended the CCLC Effective Trustee Workshop in January 2017 and the new Board Chair attended the Board Chair Workshop at the same time. In addition, the entire Board received training from representatives of the Yuba Community College District, Doug Houston, chancellor, and Bill McGinnis, board trustee. This training took place on March 29, 2017 and centered on the topic of effective Board and CEO teams. Recently, the Board also received training/consulting from Meredith Brown, a lawyer and a trustee at the Peralta Community College District. Additional consulting and training sessions are planned. (IV.C.9)

Board Policy 2745 commits the Board to a self-evaluation process once a year in August. The most recent Board self-evaluation took place in October of 2016. Based in part on this evaluation and on other considerations, the Board established four special priorities for 2017-2018. These priorities are posted on the YCCD website. (IV.C.2, IV.C.10)

Board Policy 2710 and 2712 are the Conflict of Interest and Conflict of Interest Code policies. Board Policy 2710 requires Board members to disclose any conflict of interest in items before the Board and recuse themselves from the discussions. Board Policy 2712 requires the chancellor to ensure the District complies with conflicts of interest reporting requirements for designated employees. The District also has Board Policy 2715, which is a code of ethics/standards of practice that should be followed by all board members. Board members also file statement of interest Form 700. (IV.C.11, ER 7)

District Board Policy 2430, Delegation of Authority to the Chancellor, sets forth the administration of policies adopted by the Board and the implementation of decisions requiring administrative action. BP 2430.1 provides authority to college presidents to serve as the Chief Executive Officer of the colleges and shoulder responsibility for operational functions at the college through delegation of authority from the chancellor. The Board holds the chancellor accountable through an annual evaluation process using annual performance goals and the chancellor's job description as a guide. The Board and the chancellor agree on the evaluation process jointly. Although these policies exist, their interpretation differs among board members, as noted in the examples that follow. (IV.C.7, IV.C.12)

The delegation of authority to the Chancellor appears to be an area of contention among the divided board. There is concern, from the minority faction of the Board, that the delegation of authority to the Chancellor and the College Presidents is being eroded and undermined, for example, with intense questioning regarding recent college reorganization. Another area of concern is the impact of "office hours" currently being conducted monthly by one board member, which are characterized as "listening sessions," held primarily for faculty although

classified professionals and students are sometimes also invited. The college and district leadership teams are concerned that these office hours have, or may encourage faculty, staff, and students to bypass college administrative procedures and undermine appropriate administrative authority. Disregarding advice from the previous chancellor, the “listening sessions” are continuing. However, the “listening sessions” have recently been moved from MJC to an off-campus location. (IV.C.7, IV.C.12)

The Board recently revised Board Policy 7400, Travel by employees, to require Board approval for any out-of-state travel. This revision was enacted by the Board majority against the recommendation of the Policy ad-hoc committee, which is composed of representative groups, and the District Council, a district participatory governance group. Some members of the minority faction of the Board also expressed concerns regarding the proposed policy change and its implications on staff workload, delay in travel approvals and increased costs for travel. This example, along with others, have raised questions and concerns about the Board’s direction within its traditional role of delegating authority to the chancellor, especially since the change in travel policy was enacted shortly after the new chancellor commenced his term. (IV.C.7, IV.C.12)

The Board is requiring a policy for every Administrative Procedure (AP), which would then also require a Board review of all AP’s, which is the purview of administration. Not every AP from CCLC has a corresponding Board Policy. The requirement of a Board Policy for every AP slows down the process of adopting AP’s, making the district less effective as new Board policies need to be developed to match the AP’s being disseminated from CCLC. In addition, a Board review of administrative procedures against board policies would be inconsistent with BP 2200, 2430, and 2430.1. (IV.C.7, IV.C.12)

The Board minutes reflect that the Board receives regular reports on the status of accreditation at the colleges. The Board has held study session on accreditation, including presentations by the Accrediting Commission for Community and Junior Colleges. Board meeting minutes document that accreditation updates are a regular part of the agenda through the development of ISERs at both colleges. The Board appears knowledgeable about the accreditation process. (IV.C.13)

Conclusion

The College partially meets Standard IV.C. Standards IV.C.2, IV.C.7, and IV.C.12 are not met.

District Recommendations

District Recommendation 3 (Improvement)

In order to increase effectiveness, the team recommends that the Trustees act as a collective entity in support of Board decisions. (IV.C.2)

District Recommendation 4 (Compliance)

In order to meet the Standards, the team recommends that the Board fully delegate authority to the Chancellor and the College Presidents as specified in Board Policy 2430 and 2430.1,

and demonstrate through practice their policy-making role while refraining from interfering with the CEOs' authority to operate the District/Colleges. (IV.C.7, IV.C.12)

Standard IV.D – Multi-College Districts

General Observations

The Yosemite Community College District is composed of two colleges and a District Office that houses the chancellor, senior administrators, and district classified professional staff. The District service area covers 170 miles across central California and includes a rural mountain campus, Columbia, and an urban campus, Modesto Junior College.

YCCD has a few district-wide governance committees that include the District Council. The District Council has representation from all the constituent groups and meets regularly. The District Council functions fairly well but communication between District centralized functions and the colleges could be improved.

The District has clearly delineated roles and a defined functional map that identifies college responsibilities, district responsibilities and shared responsibilities. Unlike college programs and services, district services are not reviewed through a formal and regularly scheduled program review process but rather through surveys. A formal schedule of program review for centralized services does not exist.

In 2014-15, the District revised the budget allocation process to align with SB 361, the state's allocation model, and initial implementation began in 2015-16 with a three-year phase in period to allow for colleges to adjust to the new allocations. There is no mechanism in place to allow for consultation on revising the allocation model.

The Chancellor delegates full authority to the college presidents, and holds them accountable through annual evaluations based on identified goals and the college strategic plan.

Findings and Evidence

The chancellor provides leadership and communicates expectation of excellence through meeting monthly with the District Council, the district participatory governance group that has broad representation from Modesto Junior College and Columbia College, district leadership, and key constituency leadership representatives. The District Council, under the leadership of the Chancellor, is responsible for the District Strategic Plan and for the District's progress in achieving the goals that have been established. The District Council, which meets twice a month, is responsible for making recommendations to the chancellor regarding a wide variety of issues. The Council uses a consensus-building process for making decisions. The District Council is the major communication vehicle among the many entities in the district. The chancellor leads the Chancellor's Cabinet meetings that include the college presidents and the district office executive team. The chancellor also leads the annual chancellor's cabinet retreat to facilitate interactions, foster leadership and enhance mutual support amount the cabinet members. The District/College functional map clearly identifies the current structure of support for district and college operations. (IV.D.1)

The Chancellor has worked collaboratively with the Chancellor's Cabinet to clarify the roles and responsibilities of operations in the District Functional Map. This map provides a crosswalk of all support functions and indicates which are centralized, decentralized or

shared responsibilities are. The District uses strategic plans, data from tracking systems, and surveys to determine if college needs are being met. However, the team suggests that the District and the colleges work toward improving the integration of college and district plans as well as the alignment of planning processes, thereby achieving greater collaboration, openness, and transparency in fulfilling their shared vision and missions. (IV.D.2)

The District's resource allocation model is linked to the district strategic plan, with enrollment management driving the allocation of operation resources. The resource allocation model was revised in 2014-15 to align with SB 361, the state's funding allocation model. The initial implementation began in 2015-16 with a three-year phase in period, to allow the colleges to adjust for the equalizing of their budget allocations. The allocation model was adjusted to recognize the small college needs allowing for a 15% allocation to Columbia College rather than the 12% ratio based on the FTES model. The District does not have a process for seeking input on revising the District allocation model, including the planning and decision-making processes and designated allocations to the colleges and district services/operations. The District has Board Policies that serve as mechanisms to control expenditures. The Board has a cycle of annual financial presentations to insure they are kept fully informed about the fiscal health of the District. (IV.D.3)

Board Policy 2430.1, Delegation of Authority to the President, provides college presidents full authority as the Chief Executive Officer of the college, responsible for reporting to the Chancellor. The college president is responsible for implementing the college strategic plan and District policies. The framework for accountability is established through the development of an annual self-evaluation narrative that includes progress on achieving established goals. The annual evaluation of the president is based on a 360 evaluation survey that is sent to all college employees for input. The chancellor is responsible for completing a comprehensive evaluation for the president and for identifying any recommendations for improvement. The college president has full authority to operate the college without interference from the chancellor. The team is concerned that certain board behavior and/or board activities, e. g, a Board's listening tour, may infringe on or undermine the authority of the President. (IV.D.4)

YCCD's Strategic Plan for 2016-2021 was developed by the District's participatory governance group, the extended District Council. This group reviewed and updated the mission, vision and guiding principles of the YCCD. This participatory governance group then reviewed and updated the District Planning Document, making sure that the strategic directions, goals and strategic objectives and tactics provided the framework of a plan that now guides the District. Modesto Junior College then developed strategic and educational master plans that are aligned with the District Strategic Plan. Both the District and the college strategic plans have evaluation methods that are designed to show progress towards improving student learning and achievement. The college conducts an annual evaluation on goal achievement of the strategic plan which includes measurable goals with benchmarks of progress made, which is then communicated to the college community through both the College and District website. (IV.D.5)

The District uses multiple channels of communication between the colleges and the District to support effective operations and decision-making, including Chancellor’s Cabinet meetings, and District wide Governance Committees (District Council, Equal Employment Opportunity Advisory Committee, and District Technology Advisory Committee). There are also other District meetings convened by various Central Services areas as well as joint meetings of the two colleges’ administrative teams to discuss fiscal issues that affect student success. Results and decisions are shared with the colleges and District community via meeting notes published on college and District websites. While such committees and meetings are in place, the effectiveness of the dialogue and decision-making processes have not been evaluated in a systematic fashion. The team found that participatory decision-making processes at the District level and the communication of those decisions could be improved, thereby also improving transparency. The team found, during interviews with multiple stakeholders that decisions are sometimes made and communicated by the District without opportunity for proper discussion and vetting. (IV.D.6, IV.D.7)

Conclusion

The College meets the Standard IV.D. The Chancellor delegates authority and responsibility to the college presidents and through the evaluation process communicates expectations for excellence and student success. The YCCD Strategic Plan Update for 2016-2021 clearly sets the direction for the District and establishes the mission, vision and guiding values that drive the strategic goals and objectives that are evaluated annually. The District uses SB361 as the basis for the Resource Allocation Model with a slight modification to provide additional funding to the smaller college. The District needs to develop a process to revise the allocation model when necessary. The District Strategic Plan then drives the development of the College Strategic Plan which is what the Chancellor uses to evaluate and hold the College President accountable for achieving. The Chancellor uses the District Strategic Plans goals and objectives to measure the effectiveness of the colleges in meeting educational goals for student achievement and learning.

However, as noted in the previous section, the team suggests improvements in planning and decision-making processes to promote better integration of college and district plans as well as to foster planning practices that engender inclusion, stronger collaboration, openness, and transparency.

District Recommendations

See District Recommendation 2