Standard IV.A: Leadership and Governance
Standard IV.A: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A

Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

College-wide processes have been established to provide for the effective participation of faculty, staff, administrators, and students in the development of campus life and culture. Each division holds regular meetings where current events are discussed and reports are given from various constituency groups. Participation in meetings is encouraged no matter someone’s rank or title. In addition to division meetings, departments have meetings as well, where issues of more particular interest are discussed. These meetings, in addition to Academic Senate, YFA, CSEA, and professional development opportunities, allow for the open, free exchange of ideas that lead to improvement at MJC.

The YFA, the CSEA, and the Academic Senate have procedures in place to select representatives to serve on campus committees and councils. Representatives from each group participate on the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee (both standing committees of the Academic Senate), and on College Council. Among other functions, those committees and the College Council advise the Academic Senate on issues of shared governance and provide forums for various stakeholders to participate in the determination of the college’s mission, vision, and goals.

Faculty are encouraged to share innovative ideas and best practices throughout the year. The Office of Instruction hosts a Faculty Teaching and Learning Seminar series, and presenters for this seminar are in-house volunteers who have pedagogical and/or philosophical ideas to share with regard to teaching. There are also break-out sessions hosted during Institute Days so that faculty can share best practices, technology, and pedagogy. Through these venues, faculty influence the academic culture at MJC.

Faculty, staff, and administrators have access to information that informs the college of its institutional effectiveness and Student Learning Outcomes through a variety of different communication methods: websites, newsletters (both hardcopy and electronic), emails and the district’s intranet [Ref. IV.A-1]. Committee meeting minutes, membership and charges, mission and purpose statements, planning documents, calendars of events, budgets, policies, and handbooks can be found online for a wide variety of leadership groups across the campus [Ref. IV.A-2]. Through this venue, interested stakeholders have continual access to current information.

Institutional planning efforts have recently been streamlined through an institutional Integrated Planning and Budgeting Processes’ Timelines of Activities.
Standard IV.A: Leadership and Governance

Self-Evaluation

The college partially meets the Standard.

The mission and goals of Modesto Junior College are published throughout the institution in a variety of media. Individual academic departments, service areas, and administrative units have particularized missions that spring from the institutional statement, and these are found in the various department, area, and unit materials (both printed and on the web) [Ref. IVA-7]. Drawing attention to core values such as excellence, inclusiveness, integrity, learning, and stewardship reflects the institution’s dedication to not only educating the mind but also shaping the whole person; therefore, when students matriculate through Modesto Junior College, they earn a quality education and gain the characteristics needed to be productive, effective citizens of this city, county, and state [Ref. IVA-8].

The past academic year has made it clear that the relationship of the Academic Senate to the Planning and Budget Committee, the Accreditation/Institutional Effectiveness Committee, and the College Council needs to be clarified, especially in regard to the requirement that, under current Academic Senate rules, decisions by the committees and positions taken on the College Council by Academic Senate representatives must be ratified by the full Academic Senate.

Overall, the “environment for empowerment” at the college has been undermined by confusion about the shared governance process and how it has or has not been utilized in critical decisions over the past academic year.

Planning Agenda

In fall 2011, the College Council will lead college-wide discussions on the document Introduction to Decision-Making at Modesto Junior College Fall 2008-Spring 2010 and send a revised draft relevant constituencies for further discussion and, ultimately, ratification with the goal of final adoption and publication by the end of the fall semester. This process will entail consensus-building on and clear communication of the relationship between relevant committees, and councils in the governance of the college.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation...
in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

**IV.A.2.a**

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

**Descriptive Summary**

The Board of Trustees established Policy 2100-Organizational Structures, directing the Chancellor of Yosemite Community College District to “establish organizational structures that delineate the lines of responsibility and fix the general duties of employees within the district” [Ref. IV A-9]. Further, Board Policy 2250- Institutional Planning, requires the district to have and implement “a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community” [Ref. IV A-10].

Board Policy 7015- Student Member, specifies the inclusion of a Student Trustee on the Board and outlines the duties of this Student Trustee [Ref. IV A-11]. A faculty member, elected by the academic senates of both colleges and Yosemite Faculty Association, serves as Faculty Consultant to the Board of Trustees [Ref. IV A-12]. The District Council maintains a Statement of Principles that defines the purpose of the council as making “recommendations to the Chancellor regarding the existence of needs, the establishment of priorities, and the allocation of resources on a broad, district-wide basis.” The District Council serves as a major conduit for communication between and among the various constituent district groups. The membership of the District Council is clearly delineated and includes the Chancellor, Yosemite Faculty Association (YFA) President, YFA Budget Analyst, two Academic Senate Presidents (Modesto Junior College and Columbia College), Faculty Consultant to the Board of Trustees, two college Presidents (Columbia College and Modesto Junior College), Leadership Team Advisory Council (LTAC) President, two representatives from California School Employees Association (CSEA), and Yosemite Community College District (YCCD) Student Trustee [Ref. IV A-13].

The Academic Senate’s Planning and Budget Committee (PBC) coordinates all college planning efforts and serves to advise the Academic Senate on its shared governance role in this area [Ref. IVA-14]. The membership of this committee is as follows: the college President and the MJC Academic Senate President act as co-chairs; membership includes the Vice President of Instruction, Vice President of Student Services, Vice President of College and Administrative Services, Dean of Matriculation (Admissions and Records), Coordinator of Distance Education, Director of College Research and Planning, two instructional administrators, one Student Services Council representative, one student representative, two CSEA representatives, and five faculty members appointed by the Academic Senate. During the 2010-11 academic year, the PBC implemented substantial revisions to the manner in which resource needs identified in instructional, student services, and administrative unit program reviews are prioritized [Ref. IV A-15]. Criteria linked to college strategic objectives (including assessment of student learning outcomes) were developed by each of three councils: the Instructional Administrators’ Council, the Student Services’ Council, and the Administrative Council [Ref. IV A-15], and all staffing and equipment needs identified were ranked in accordance with these criteria. The Academic Senate ratified the revised prioritized ranking process in October 2010 [Ref. IV A-16].

**Introduction to Decision Making at Modesto Junior College Fall 2008-Spring 2010** is a document intended to govern the decision-making processes; however, due to administrative turnover, the document has not reached the final draft and ratification stage. An initial draft of this document was developed by the college community in summer 2008 and reviewed by all constituent groups. The document is intended to outline the roles of faculty, staff, and students in institutional governance. Governance
groups include the Academic Senate and the Associated Students' Student Senate and Inter-Club Council (ICC). The specific roles of Academic Senate committees are addressed, including the Accreditation/Institutional Effectiveness Committee, the Curriculum Committee, the Planning and Budget Committee, and the Professional Development Committee. Other campus groups are classified as organizational, advisory, workgroups, or task forces. Membership of the groups is explained, and the method by which each group reports its concerns to the greater college community is noted. Each group's area(s) of responsibility is/are addressed [Ref. IV.A-17].

The Board of Trustees has established a process for reviewing district policies and procedures [Ref. IV.A-18]. Ideas for new policies or revisions of current policies can be received from trustees, administrators, staff, students, or the general public. The Policy and Procedures Review Committee considers these ideas with input from legal counsel and/or the District Administrative Council and Chancellor's Cabinet, as needed. This committee forwards prospective policies/revisions for constituency group review (Academic Senate, CSEA, LTAC, and YFA). Throughout this process, Academic Senate rules require that the full Senate ratify all positions taken by its representatives on the District Council. After the constituency groups review the policy, they submit their respective groups' reactions to the Policy and Procedures Review Committee. At this point, the committee re-evaluates the policy and makes changes, if necessary. The policy is then submitted to the District Council, which consists of the same constituency groups and the Chancellor. After receiving further feedback and input, the Chancellor can then submit the policy to the Board of Trustees for consideration. After a first and second reading, the Board may call for the policy’s adoption.

The major task of the District Council is to “participate actively in the comprehensive planning process” [Ref. IVA-19]. Additionally, the district Strategic Plan is coordinated through this body. In November 2010, led by the district Chancellor, the committee started the district-wide review of the YCCD Strategic Plan. To facilitate communication between the district and the college, District Council members solicited feedback from stakeholders during the revision of the Strategic Plan. In February, the Chancellor presented the revised YCCD Strategic Plan 2007-2015 [Ref. IVA-20] at District Council; the Board of Trustees adopted the planning document in May 2011 [Ref. IVA-21].

The District Council activities ensure that administration, faculty, staff, and student viewpoints are heard. Information is shared with the constituency leaders, and there is opportunity for all staff and students to be aware of major issues and plans within the district. The District Council facilitates coordination and cooperation between and among these district entities. Any member of the District Council may propose agenda items for consideration.

In July 2008, Modesto Junior College developed its Strategic Plan 2008-2013, consisting of an internal input scheme, ten goals, and their respective objectives [Ref. IVA-22]. Each goal specifies the locus of planning and implementation responsibility, accompanied by a completion date. During 2009-2010, this was further refined by activities for planning, implementation, and assessment (e.g., program review, outcomes assessment, institutional status report, 2010 Campus Climate Survey, Community College Survey of Student Engagement, Institutional Effectiveness Report) and strategic budgeting process (e.g., regular budget, zero-based operational/discretionary budget, salary and fringe benefits, employee positions, program review). Specific tasks associated with the activities have been organized according to a timeline [Ref. IVA-23]. Each task within the goals has an agent or agents responsible for completing the task by an assigned date.

**Self-Evaluation**

The college partially meets the Standard.

The college needs to complete, affirm, and publish an updated version of *Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010*. The current draft of that document states that Senate responsibilities for shared governance have been delegated to the Accreditation/Institutional Effectiveness Committee, the Curriculum Committee, the Planning and Budget Committee, and the Professional Development Committee; this
is in contradiction of Academic Senate rules, which are included in the same document. The need to modify either the document or the Academic Senate rules in this regard is apparent.

In the past year, there has been significant disagreement between the MJC Academic Senate and the college administration concerning the decision-making process at the college, particularly with regard to program reduction and/or elimination. There is room for additional improvement as evidenced by results of the 2010 MJC Climate Survey which indicate that 39 percent of respondents “disagree” or “strongly disagree” with the statement that “The college’s overall planning process effectively incorporates input from the appropriate people or groups in the college and district” [Ref. IVA-24]. Since that survey was administered, significant disagreement between the Academic Senate and the college administration concerning the decision-making process at the college indicates that the survey underscores the lack of consensus between the faculty and the college administration about the decision-making process. Results from the MJC Staffing Prioritization Survey also indicated a lack of communication and understanding of the resource allocation process [Ref. IVA-25]. Based on these survey results, the college is modifying the resource allocation process as necessary based upon input from constituent groups [Ref. IVA-26].

Planning Agenda

During fall 2011, the college will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders.

The college will conduct the biennial Campus Climate Survey in spring 2012, and it is hoped that revision of the decision-making document will lead to greater agreement that “The college’s overall planning process effectively incorporates input from the appropriate people or groups in the college and district.”

IVA.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Board Policy 6020- Program and Curriculum Development, mandates that “procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance….shall include appropriate involvement of the faculty and Academic Senate in all processes” [Ref. IVA-27].

Board Policy 4103- Academic Senates and Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010 state that faculty members, through the Academic Senate, make recommendations to the college administration and the Board of Trustees in areas related to academic and professional matters [Ref. IVA-28, 6]. Administration must rely primarily on faculty in some areas and must come to mutual agreement in other areas, as defined by Title 5.

Through its governance structure, MJC relies primarily upon the recommendations from faculty on all student learning programs and services. The standing committees of the Academic Senate (Planning and Budget, Curriculum, Accreditation/Institutional Effectiveness, Professional Development) inform the campus community regarding curriculum, student learning outcomes and assessment of student learning.

The Curriculum Committee makes recommendations to the Board of Trustees regarding new courses and programs, modifications to existing courses and programs, and graduation requirements [Ref. IVA-29]. In accordance with Title 5 [Education Code 53200(c)], the Curriculum Committee also establishes prerequisites and places courses within disciplines, sets degree and certificate requirements, places standards on student preparation, oversees distance education and education program development. The co-chairs of the committee are
faculty members: the Academic Senate President-Elect and one member of the Curriculum Committee who is elected by the committee. Except for one representative, the Dean of Matriculation, all voting members of the Curriculum Committee are faculty members. The Vice President of Instruction monitors the activities of the committee as an ex-officio member and is responsible for all reports and compliance issues.

The Instructional Administrators’ Council (IAC) receives updates from the Curriculum Committee co-chair every semester regarding any changes to curriculum policies and procedures at the college, cycle of curriculum review revisions, and other necessary information. The college uses CurricUNET as its curriculum management system [Ref. IVA-30]. Faculty and educational administrators are the only college personnel who have access to the system for creating or revising curriculum. During the 2010-2011 academic year, MJC was forced to deal with a severe budget shortfall projected for the 2011-12 academic year, resulting in the elimination of several academic programs [Ref. IVA-31]. The Academic Senate signed a Memorandum of Understanding (MOU) with the former President outlining a temporary emergency procedure for eliminating programs [Ref. IVA-32]. This MOU superseded the Senate’s Program Viability Procedure for spring 2011. The MOU process for determining program elimination was:

1. Deans consult with division faculty to determine potential areas of programmatic reductions, which they then submit to the President.

2. The college President works with the Planning and Budget Committee to develop a list of allowable eliminations of instructional and student services programs and services.

3. The President coordinates with the District Chancellor and the President of Columbia College to develop a list of programs and service eliminations that maintain as much as possible the essential integrity of the colleges and the district.

4. The list of proposed eliminations and their rationale is voted on by the PBC at its first meeting in March.

5. The list of proposed eliminations and rationale, accompanied by a report on the vote of the PBC, is submitted to the Academic Senate and voted on for ratification or modification of the proposal at a special meeting to be held on Tuesday, March 8, 2011 at the regular time and location.

The former President of MJC worked with PBC and developed a list of criteria to assess programs and services [Ref. IVA-33] in addition to consulting with his management team. On February 28, 2011, the President sent a memo to the college in which he outlined his proposal to address an $8 million budget deficit [Ref. IVA-34]. The PBC voted not to support his budget plan at its March 4, 2011 meeting [Ref. IVA-35]. Additionally, the Academic Senate rejected the former President’s plan and submitted a different budget reduction plan to the Board of Trustees [Ref. IVA-36, 37]. At its March 2011 meeting, the Board of Trustees eliminated eight instructional programs at MJC [Ref. IVA-38].

**Self-Evaluation**

The college partially meets the Standard.

The Academic Senate’s current Program Viability Procedure was shown to be inadequate for the purpose of determining what viable academic programs to eliminate should that be necessitated by budget shortfall. The above-described process incorporated in the MOU signed by both the administration and the Academic Senate was supported by the Senate as a good faith attempt to come to consensus with the administration on recommendations to the Board of Trustees regarding cuts to programs and services necessitated by such a budget shortfall. After the Academic Senate reviewed and rejected the former President’s proposal, the Senate adopted its own response, which was a modification of the President’s proposal. The administration made no direct response to the proposal, and no further significant effort took place between the Academic Senate and the college administration to come to consensus on recommendations regarding cuts to college programs and services.
Planning Agenda

The past academic year has demonstrated that relations and processes with regard to program elimination during times of fiscal crisis must be improved. To that end, the Academic Senate is planning a campus-wide forum, scheduled for August 17, 2011, featuring a speaker from the state Academic Senate. Dr. Phil Smith who was District Academic Senate President when Los Rios Community College District worked through similar challenges. He will host a workshop to help MJC establish its methodology for dealing with prioritization of courses and programs.

The Academic Senate and the college administration will strive to come to consensus on a collaborative, shared governance process for determining what student learning programs and services, if any, should be eliminated during times of severe financial crisis.

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

At the district-level, the Board of Trustees practices inclusiveness. A Student Trustee and a faculty member serving as Faculty Consultant have direct input to the Board [Ref. IVA-39]. The District Council advises the District Chancellor and includes council members from faculty, classified staff, and students. As stated in the District Council Statement of Principles, the Council serves to meet the needs of the district and its constituencies. The District Council “serves as a major communication vehicle among and between the many entities in the district” [Ref. IVA-13].

Modesto Junior College administrators, faculty, staff, and students work together for the good of the institution. The Mission, Vision, and Core Values Statements include “we value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement” [Ref. IVA-40]. As described in Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010, all college committees and groups draw members from all stakeholders: administrators, faculty, staff, and students [Ref. IVA-6].

Information is shared with all constituents. Board policies are available to all through the Yosemite Community College District website [Ref. IVA-41]. District Council information is available through the website also [Ref. IVA-42]. The Board of Trustees agendas are sent to all staff and Board of Trustee meeting minutes are available online. District Council minutes are posted on the YCCD website. The newly revised YCCD Strategic Plan 2007-2015 is available online [Ref. IVA-43, 20]. College Council agendas and minutes are sent to all faculty and staff, and are posted on the college’s website [Ref. IVA-45]. MJC Curriculum Committee agendas and minutes are sent to all faculty and staff, and are available online [Ref. IVA-46]. The Academic Senate agendas and minutes are available online and sent via email to all faculty, educational administrators, and the members of the Board of Trustees [Ref. IVA-47]. The California State Employees’ Association agendas and minutes are sent to all classified staff and are available for review on the CSEA website [Ref. IVA-48]. The Associated Students’ Senate, Inter-Club Council, and dependent committee agenda and minutes are available upon request on the Student Development and Campus Life Office.

Written policies on governance at both the district and college levels are readily available to all administrators, faculty, staff, and students. The primary role of faculty in academic areas of student educational programs and services planning is addressed through the involvement of the Curriculum Committee, the Accreditation/Institutional Effectiveness Committee and the Planning and Budget Committee in their role of facilitating the Academic Senate’s responsibility to represent the faculty on such issues. Groups at the
district and at the college inform the administrators, faculty, staff, and students through timely agendas and minutes. At the district-level, minutes from Board meetings are posted on the website; the Chancellor’s office sends out a summary of all Board actions following a meeting in an email called Board Connections [Ref. IVA-49]. As soon as the Board approved it, the revised YCCD Strategic Plan 2007-2015 was posted on the Chancellor’s website for the district community [Ref. IVA-43].

Self-Evaluation

The college partially meets the Standard.

The past academic year highlighted considerable confusion and disagreement about the decision-making process at the college. Due to the strong disagreement between the college administration and faculty over the former President’s budget reduction plan, communication processes at the college need to be improved between all constituent groups.

The inadequacy of current policy and procedures to manage elimination of viable academic programs and services due to budget shortfall has already been addressed, as has the necessity of revising and adopting an updated version of Introduction to Decision Making at Modesto Junior College Fall 2008 – Spring 2010.

Planning Agenda

The governing board, administrators, faculty, staff, and students will engage in ongoing discussion with the goal of determining additional strategies for improving the ability to work together for the good of the institution.

During Fall 2011, the college will evaluate, revise, and publish an updated version of the Introduction to Decision Making at Modesto Junior College Fall 2008 - Spring 2010 using a process that incorporates thorough discussion and ratification by campus stakeholders.

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationship with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other report team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

Modesto Junior College has responded to the recommendations made by the Commission in the last self-study cycle. The 2005 Self Study Report [Ref. IVA-50], 2007 Progress Report [Ref. IVA-51], and the 2008 Midterm and Special Reports [Ref. IVA-52, 53] were all submitted in accordance with the ACCJC’s standards, policies, and guidelines. In 2008, the Accrediting Commission placed Modesto Junior College on Probation for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 8, 2008 [Ref. IVA-54].

Modesto Junior College, in response to the probation action, completed a Special Report in conjunction with the Midterm Report on October 15, 2008 [Ref. IVA-52, 53]. The two deficiencies that required full resolution included Recommendation 4 (first noted by the Commission in June 2000) and Recommendation 7 (first noted by the Commission in January 2006).

Modesto Junior College, in compliance with the Accrediting Commission Standards, developed and implemented a planning initiative to address the staffing, support services, and programs on the East and West campuses. The college also developed and implemented a Strategic Planning process that connected long-term program and services planning for financial resource development, as well as to facilities, human resources, and technology planning, consistent with the mission of the college [Ref. IVA-22].
MODESTO JUNIOR COLLEGE

INSTITUTIONAL SELF STUDY REPORT 2011
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

Modesto Junior College has demonstrated honesty and integrity when communicating institutional qualities and effectiveness to external agencies and the general public. The MJC Annual Report is published through the Public Information Office and provides benchmarking data and outcomes at the departmental, division and institutional levels [Ref. IVA-55]. External partnerships with funding agencies (e.g. grants and contracts) are monitored and evaluated through the Office of the Executive Vice Chancellor of Fiscal Services. The district Grant Manager acts as a compliance officer on behalf of all grants and provides technical assistance for grant research, grant writing, and grant implementation. The Controller for the district provides supervision and coordination for the district Grants Management Office [Ref. IVA-56]. Contracts and grants are reviewed first at the college level and require review and approval by the departmental management team member, division Dean, budget review, Academic Senate, Vice President of Instruction, and college President. After approval at the college level, the draft documents (contract or grant) with a cover sheet noting college approvals are forwarded to the district for full review, including legal compliance, and they are then presented to the Board of Trustees [Ref. IVA-57].

As a result of the 2008 Midterm Report, the 2008 Special Report, and the evaluation team visit conducted on November 7, 2008, Modesto Junior College was removed from Probation in February 2009 [Ref. IVA-58]. The Special and Midterm Reports became part of the accreditation history of the college and have been used extensively in preparation for the upcoming comprehensive evaluation.

The college submitted a Substantive Change Proposal for Distance Education required by the Commission based on a full review of distance learning in accordance with the required proposal submission process [Ref. IVA-59]. The Commission approved the college’s proposal for the offering of 47 Associate Degrees, 19 Certificates of Achievement, and 22 University Prep, General Education and Skills Recognition programs at 50 percent or more through the modes of distance or electronic delivery [Ref. IVA-60].

Self-Evaluation

The college meets the Standard.

Modesto Junior College’s past accreditation history shows integrity in its relationship with the Commission by responding expeditiously and honestly to the recommendations of the Accrediting Commission. The institution’s sensitivity to the recommendations of the Accreditation Commission is evident by its removal from probation in a short period of time.

The college's record of accomplishment of grant success over the past fiscal year includes over six million dollars in successful external funding, including the EOP&S grant, Center of Excellence Grant, TRIO grant, Title 5 and several other strategic plan-driven priorities grants [Ref. IVA-61]. Contracts over the past year have led to 100 percent funding for the Vocational Nursing Program on campus and multiple green job fully funded training programs for displaced and under-employed workers in the region [Ref. IVA-62].

As a component of full and public disclosure, accreditation status is published in the MJC Catalog and on the college website. Self Study documents, accreditation recommendations, progress reports, and the focused mid-term report are available on the college website [Ref. IVA-63], in the Office of the President, and in the office of the Accreditation Liaison Officer.

Planning Agenda

In its action letter regarding the Substantive Change Proposal for Distance Education, the Commission requested that the college monitor and analyze the success rates of its distance education programs as they compare to face-to-face programs. The college Office of Research and Planning has started this annual analysis as part of the Institutional Effectiveness Report; study sessions will be conducted in the Academic Senate, division and departmental meetings and other participatory groups for dialogue and analysis.

The college will notify the Commission of programs eliminated in 2010-2011 and will provide rationale for each eliminated program and service.
Standard IV.A: Leadership and Governance

**IV.A.5**

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

Modesto Junior College actively engages in comprehensive planning and a continuous learning cycle as demonstrated by the revision of its mission statement to focus more clearly on Student Learning Outcomes and assessment [Ref. IV.A-64]. As described in Standard IB, the college has an integrated program review, planning, and resource allocation process. The Accreditation/Institutional Effectiveness (AIE) Committee is responsible for ensuring the effectiveness of planning processes on the institutional level [Ref. IV.A-65]. The AIE Committee evaluates the institution using both internal and external data, via instruments such as the Community College Survey of Student Engagement (CCSSE), the Campus Climate Survey, the program review process, and evaluation of Student Learning Outcomes [Ref. IV.A-24, 66, 67]. The Planning and Budget Committee (PBC) uses that data and evaluation, along with guidance of the college’s Mission Statement and Strategic Plan, to develop resource-allocation recommendations to the college President [Ref. IV.A-14]. The Strategic Plan itself had a major revision in 2008, and it is reviewed annually. [Ref. IV.A-22]. Each spring, the AIE Committee holds an Assessment Workshop to evaluate the status of the college as a whole and determine issues that need to be addressed [Ref. IV.A-69].

The Office of College Research and Planning offers a wide array of data analysis services [Ref. IV.A-70]. The Campus Climate Survey, the Community College Survey of Student Engagement, local and regional environmental scanning, and the Institutional Effectiveness Report emanate from this office. The 2010 Institutional Effectiveness Report [Ref. IV.A-71] is used in guiding the unit level program review process, Administrative Unit Outcomes process, and various data-driven decisions. The 2010 Institutional Effectiveness Report explores both internal and external (community and regional) data that informs the college planning and decision-making processes. New data elements have been added to the Institutional Effectiveness Report to improve the scope of data-driven decision-making across campus.

Recent years have seen increased focus on Student Learning Outcomes as well as Service Area Outcomes. Internal stakeholders have begun to utilize research data to strengthen their analysis of Student Learning Outcomes and as a basis for development of program review documentation. A college-wide Assessment Work Group regularly reviews progress on SLOs and their assessment, including the development and assessment of course- and Program Level Learning Outcomes [Ref. IV.A-73]. Representation by the Academic Senate and classified staff is evident on all campus teams associated with planning, evaluation, and assessment [Ref. IV.A-76, 77].

The college community engages in various evaluation efforts related to institutional planning and implementation efforts. The college's standing committee structure, as well as task forces and work groups, allows for appropriate evaluation of planning and implementation efforts. The college annually evaluates college planning, program review, assessment, and resource allocation processes through its Assessment Workshop, which is sponsored by the AIE Committee [Ref. IV.A-69]. In spring 2011, the AIE Committee conducted a survey to evaluate the efficacy of the college’s staffing prioritization process developed by PBC [Ref. IV.A-25]. Based upon this formal evaluation, the AIE Committee developed a number of recommendations to the PBC for improvements to the process for the next planning, program review, and resource allocation cycle in 2011-2012 [Ref. IV.A-73]. These recommendations included methods to increase awareness among college personnel of the process and refinement of criteria used in prioritization of resources.

**Self-Evaluation**

The college partially meets the Standard.

Modesto Junior College continually evaluates and revises its decision-making processes through
the work of the Accreditation/Institutional Effectiveness Committee. At the conclusion of each year, AIE reviews and evaluates the successes of each strategic goal in reaching its objectives in addition to an evaluation of the effectiveness of the planning processes. Although AIE disseminates this information and its recommendations for improvement through newsletters, emails, websites and study sessions at different planning councils, it is apparent that the results of the evaluations are not widely known to the campus community. The 2010 Campus Climate Survey, the Focus Group Analysis, and the 2011 Staffing Prioritization Survey all indicate a low awareness of the evaluation of the college’s processes and decision-making.

The institution demonstrates its effectiveness by providing 1) evidence of the achievement of Student Learning Outcomes, and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning [Ref. IVA-74].

The Modesto Junior College Strategic Planning and Budgeting Processes’ Timeline of Activities is available in Gantt chart format in order to aid in the evaluative process and ensure cohesion amongst committees and work groups [Ref. IVA-23]. The Gantt chart provides an additional measure of accountability for the college’s planning and budgeting processes through a clear representation of the activities of each committee, work group, and office, as well as how these activities feed into the overall planning and budgeting process for the college as a whole.

However, the evaluation process did not focus attention on issues of the actual structure and functioning of the decision-making process at the college, e.g., the function of Academic Senate standing committees (PBC, AIE,) and the College Council in the process. During the past academic year, problems with the decision-making process surfaced and caused significant confusion and disagreement between the Academic Senate and college administration.

Planning Agenda

As the current planning endeavors are being measured and benchmarked, there is a need for process improvement with regard to classified and student committee representation. Only half of the respondents to the 2010 MJC Climate Survey “strongly agreed” or “agreed” with the statement that “Classified staff members have a substantive and clearly defined role in institutional governance” [Ref. IVA-24]. The college will engage in further dialogue about participation in governance committees to ensure participation of classified staff and students. The AIE’s Focus Group Interviews [Ref. IVA-68] have identified strategies to address this issue.

Additionally, in spring 2012, faculty, classified staff, and administrators will be surveyed concerning their level of knowledge of the structure and functioning of the college decision-making process and their attitudes toward it. The survey will include specific focus on an updated and ratified version of Decision Making at Modesto Junior College Fall, 2008 - Spring 2010.
References for Standard IV.A

1. YCCD Website
2. MJC Website
3. Integrated Planning and Budgeting Processes’ Timelines of Activities
4. Strategic Planning and Budgeting Processes’ Timelines of Activities for Committees and Work Groups
5. Accreditation/Institutional Effectiveness (AIE) Committee, May 6, 2010 Agenda
6. Introduction to Decision Making at Modesto Junior College: Fall, 2008 – Spring, 2010
7. Example of Particularized Mission Statement: Division of Literature and Language Arts
8. MJC Mission, Vision and Core Value Statements
9. Board Policy 2100: Organizational Structure
11. Board Policy 7015: Student Member
12. Job description for the Faculty Consultant to the Board of Trustees
13. District Council, Statement of Principles
14. Planning and Budget Committee
15. Planning and Budget Committee Process for Prioritizing Staffing and Equipment Requests
16. Academic Senate Ratification of Ranking Process, October 7, 2010
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19. YCCD District Council Statement of Principles
20. YCCD Strategic Plan 2007-2015
21. YCCD Board of Trustee Meeting Minutes, May 11, 2011
22. MJC Strategic Plan, 2008-2013
23. Integrated Planning and Budgeting Processes’ Timelines of Activities
24. MJC Climate Survey Analysis, Spring 2010
25. MJC Staffing Prioritization Survey 2011
27. Board Policy 6020: Program and Curriculum Development
28. Board Policy 4103: Academic Senates
29. Curriculum Committee, Charge and Membership
30. CurricUNET Login Page
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32. MOU: Emergency Program Elimination between Academic Senate/College President
33. Planning and Budget Committee Criteria per MOU
34. Budget Proposal Memo from Gaither Loewenstein, February 28, 2011
35. Planning and Budget Committee Minutes, March 4, 2011
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37. Academic Senate Resolution SP-11C
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45. College Council Agendas and Minutes
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54. ACCJC Action Letter, January 8, 2008
55. MJC Annual Report
56. Grant Submittal Form
57. Board of Trustees Meeting Minutes, Discussing Grants
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59. Substantive Change Proposal for Distance Education, October 11, 2010
60. ACCJC Action Letter, December 2010
61. Title 5 Grant
62. Green Technology Grant
63. MJC Accreditation Website
64. College Council Meeting Minutes, Review of Mission Statement, September 13, 2010
65. Accreditation/Institutional Effectiveness Committee: Charge and Membership
66. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
67. Program Review
68. Accreditation/Institutional Effectiveness Committee: Analysis of Focus Group Interviews
69. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Minutes, May 6, 2010
70. Office of College Research and Planning Website
71. Accreditation/Institutional Effectiveness Committee: Charge and Membership
72. Assessment Work Group
73. Resource Allocation Model, August 2010
74. Assessment Cycle Graphic
Standard IV.B
Board and Administrative Organization
IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary

The Yosemite Community College District (YCCD) consists of two colleges (Columbia College and Modesto Junior College) and one Central Services operation. The seven-member Board of Trustees governs the Yosemite Community College District. Each member is elected from a specific geographic region in the service district, and each serves a four-year term [Ref. IVB-1].

The Board of Trustees maintains and regularly approves updates to a district policy and procedures manual, YCCD Board Policy and Procedures [Ref. IVB-2]. For ease of access it is posted on the district’s website. All policies presented to the Board for adoption or revision are first vetted through a review process. Participating in the process is a Board Policy and Procedures Committee which has membership representing all primary constituency groups, including Modesto Junior College (MJC) Academic Senate, Columbia College (CC) Academic Senate, Yosemite Faculty Association (YFA), California School Employees’ Association (CSEA), MJC administrators, Columbia College administrators, and Chancellor’s office staff [Ref. IVB-3]. YCCD Board Policy 7410-Policy and Administrative Procedures, clearly state the Board’s role in establishing policy. The district subscribes to the Community College League of California’s Board Policy & Administrative Procedure Service. Furthermore, the Board updates its policies twice per year and conducts an internal review of district policies and procedures. Recommendations regarding the review and update of district policy are considered year round [Ref. IVB-2].

YCCD Strategic Plan Goal #2 states that the “Yosemite Community College District offers comprehensive, exemplary educational programs and services which respond to the individual learning needs of its students and the collective economic and cultural needs of its diverse communities.” In addition, the goal’s objectives state that YCCD will “Implement strategic planning and program review processes;” “Provide effective support to programs and services through user-friendly processes;” “Support the development and implementation of Student Learning Outcomes (SLO) initiatives district-wide;” and “Track and respond to economic and workforce trends” [Ref. IVB-4].

Also, YCCD Board Policy 7405- Program Curriculum Development, describes the Board’s role and responsibility to select the Chancellor. The Policy states, “The Board of Trustees shall select the Chancellor. The Board shall have the final right and responsibility of making this selection, and the selection procedure will be exempt from the usual district personnel selection procedures and practices” [Ref. IVB-5].

In addition, YCCD Board Policy 6020 states, in part, “The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency” [Ref. IVB-6].

Self Evaluation

The college meets this Standard. The Board of Trustees works together in support of the interests of the district and other stakeholders both within and without the institution. With regard to selecting
and evaluating the Chancellor, the Board’s role is clearly defined and board members understand the value of preserving the successful hiring procedures used in the past for hiring the CEO. With regard to establishing board policies, there are opportunities to provide input at all stages of review and revision from the public and internal constituency groups. The process for policy formation and revision is well established and followed regularly.

**Planning Agenda**

None.

**IV.B.1.a.**

*The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

**Descriptive Summary**

The YCCD Board of Trustees is an independent policy-making body. The Board appropriately represents the public interest and avoids conflicts of interest, following Board Policy 7710- Conflict of Interest [Ref. IVB-7]. Conflict of interest forms (California Form 700 – Statement of Economic Interest) are filled out and submitted annually and are available for inspection by the general public [Ref. IVB-8]. The trustee jurisdiction areas are equally balanced as of the latest census data. All board meetings adhere to the Brown Act and use the Sturgis Standard Code of Parliamentary procedure in conducting meetings. All board meetings are noticed within the legal requirements, and at each board meeting a binder comprised of all documents the Board receives is available to the public for inspection.

The Board meets monthly for its regular meetings, holds study sessions, convenes special meetings, attends institute and in-service days at each college location, and hears a standing agenda item in which each member of the Board has an opportunity to discuss college activities, events and/or meetings he or she may have attended [Ref. IVB-9].

The Board records in the minutes additional reports of items that fall under their special priorities: the district’s mission and vision statements and Measure E outreach sites [Ref. IVB-1].

**Self Evaluation**

The college meets the Standard. The method by which trustees are elected ensures that the members of the Board are representative of the populace of the colleges’ service areas. Board members are elected to serve by geographic area. As elected officials, board members interact with their constituents in a variety of community functions and often bring feedback into discussions at board meetings. Minutes of board meetings provide documentation of the ability of the Board to reflect public interest. Board meeting agendas and minutes are posted on the YCCD website, and they are available upon request from the Chancellor’s Office. A monthly newsletter from the Chancellor’s Office, *Board Connection*, is sent via email to all district personnel [Ref. IVB-10]. Once the Board reaches a decision, it moves as a body toward implementation.

**Planning Agenda**

None.

**IV.B.1.b.**

*The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

**Descriptive Summary**

The YCCD mission states “The Yosemite Community College District is committed to serve the needs of our diverse community through excellence in teaching, learning and support programs contributing to social, cultural and economic development” [Ref.
IVB-4]. The Board of Trustees’ website has posted policies that reflect the adherence to this Standard, including the following examples.

Board Special Priorities were established for the 2010-2011 academic year [Ref. IVB-11]. While many of these were administrative in nature, several had to do with evaluation, leadership training, seeking out a highly qualified and diverse workforce, and maximizing access to college. These goals directly address the needs of the community through improvement of the academic and support programs on campus.

Board Policy 6020- Program and Curriculum Development states [Ref. IVB-6]:

The programs and curricula of the district shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development.

This policy illustrates the Board’s acknowledgement of and respect for the faculty’s responsibility for curriculum development while still maintaining the proper level of responsibility and supervision for educational programming and quality.

Self Evaluation

The college meets the Standard. The Board has adopted policies and regulations that provide guidance and supervision of college procedures and practices. Its actions fully support the mission of the Yosemite Community College District.

Planning Agenda

None.

**IV.B.1.c**

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Approval and responsibility for educational programs of the college and the district as well as the fiscal integrity of the district lies with the Board of Trustees. The Board approves the Educational Master Plan, the Facilties Master Plan, and the Enrollment Plan on a set schedule. The Board monitors the accreditation process from regularly scheduled reports at board meetings [Ref. IVB-12]. The Board receives regular reports and assumes responsibility for all legal matters associated with college and district operations. The Board meets with the district’s legal counsel regarding actual or potential litigation as necessary [Ref. IVB-13]. The Board meets with the district’s independent external audit firm for both planning the financial audit and reviewing the results of the audit annually [Ref. IVB-14]. The Board approves the annual budget [Ref. IVB-15].

YCCD Board Policy 7405- Board Responsibilities and 7715- Code of Ethics/Standards of Practice address the Board’s role and responsibility in educational quality, legal matters, and financial integrity [Ref. IVB-5,-16]. YCCD Strategic Goal #9 states, “The Yosemite Community College District optimizes its resources through creative and prudent fiscal management providing a stable, yet flexible funding base.” Objectives to reach this goal include, “Maintain sound district-wide internal fiscal controls to achieve an annual unqualified audit opinion; Maintain a minimum of 5 percent district General Fund Balance Reserve; Secure and effectively manage external funding for programs and services that support the district’s mission; Integrate the resource allocation process with the district mission and ensure that it is transparent and clearly communicated throughout the district; Communicate the allocation of fiscal resources through a clear, transparent, and inclusive process” [Ref. IVB-4].

The Board of Trustees bears direct responsibility for monitoring all aspects of the district and college finances. External audit reports are delivered to the Board annually. YCCD has scored highly on these
audits over the past many years. The Chancellor and staff support direct board member involvement in the internal audit process (bond measure oversight) and direct access to external auditors [Ref. IVB-17].

**Self Evaluation**

The college meets the Standard. The YCCD Board of Trustees carries out its responsibilities to ensure both educational quality and financial stability. The Board conducts regular monthly meetings and special meetings on selected topics. Regular and special meeting agendas and resulting minutes are all posted, archived, and available on the district website. The Board is routinely advised regarding all legal, financial, and educational issues by the Chancellor. Trustees make all final decisions in each of these areas, and this is reflected in the board minutes.

The district faced severe budget cuts in the 2010-2011 academic year. The Board of Trustees directed the Chancellor to develop plans to address the budget shortfall. The Chancellor determined that each cost center would bear the budget reduction using the same percentages of allocation of resources. The Chancellor directed each President, using the institution’s established processes, to develop a plan to address the budget reductions. MJC’s share of the district’s shortfall was $7.6 million [Ref. IVB-18]. The former MJC President, working with his administrative team, developed a budget reduction plan that was shared with the college community on February 28, 2011 [Ref. IVB-19]. MJC’s budget reduction plan included program eliminations as well as faculty, staff, and administrative layoffs. Following college review and comment, the plan was presented to the Board of Trustees for action on March 9, 2011 [Ref. IVB-20]. The Board heard testimony from faculty, staff, and community members regarding the budget reduction plan during meetings in March, April, and May. [Ref. IVB-21].

**Planning Agenda**

None.

**IV.B.1.d.**

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary**

The Board has seven voting members and one non-voting student member. Board size is described in Board Policy 7010, Board Duties and Responsibilities are in Board Policy 7405, Board Structure and Policies and Procedures are all published in YCCD Board Policy and Procedures [Ref. IVB-22, 2].

**Self Evaluation**

The college meets the Standard. The Board has published by-laws and policies as required by this standard. The YCCD Board follows these policies as required by this standard. The Board follows these policies in the performance of its duties and responsibilities. All policies are reviewed regularly and updated as needed.

**Planning Agenda**

None.

**IV. B.1.e.**

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

**Descriptive Summary**

The Board continuously revises and updates its policies and procedures throughout the year. The Policy and Procedures Committee with all constituency groups represented, the District Council with the leaders of each constituency group, and the Chancellor all play a role in the review and revision of policies and procedures prior
to submission to the Board. All policy revisions are agendized and require at least two readings before final adoption or approval. The minutes of all proposed policy changes are archived. A review of policy and procedure review activity in 2009 was presented to the Board at its February 2010 meeting, which stated “During the 2009 calendar year, the YCCD Policy and Procedures Review Committee has brought forth three (3) new YCCD Board Policies, revised 41 Board Policies, and revised seven (7) YCCD Procedures” [Ref. IVB-23].

The Board has a system for evaluating and revising policies on a regular basis. The system is implemented and functional. A policy and procedure revision process flow chart is used to illustrate the process [Ref. IVB-24]. Additionally, the Board conducts an annual board reorganization meeting in December, and those minutes are posted for public inspection [Ref. IVB-9].

All policies presented to the Board for adoption or revision are first vetted through a review process. The review process begins with the Board Policy and Procedures Committee which has membership representing all primary constituency groups, including: MJC Academic Senate, Columbia College Academic Senate, Yosemite Faculty Association, classified staff, MJC administrator, Columbia College administrator and Chancellor’s Office staff [Ref. IVB-3]. YCCD Board Policy 7410- Policy & Administrative Procedures, clearly state the Board’s role in establishing policy [Ref. IVB-25]. The district subscribes to the Community College League of California’s (CCLC) Board Policy & Administrative Procedure Service. Furthermore, the Board updates its public twice per year and conducts internal reviews of district policies and procedures. Recommendations regarding the review and update of district policy are considered year round.

Self Evaluation

The college meets the Standard. All YCCD Board of Trustee policies are in a continuous review process. After the policies are reviewed and approved by all appropriate constituent groups and councils, they are sent to the Board for a first reading, second reading, and adoption.

Planning Agenda

None.

IV. B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

On a rotating and as needed basis, trustees attend the following board development and orientation activities: Community College League of California (CCLC) Trustee Workshop and Legislative Conference, CCLC annual conference and partnership convention, VIP/JPA Board of Directors meeting, Community College League of California Advisory Committee, CCLC Advisory committee on legislation, CCLC Trustees Conference, and previously the AACC National Legislative Seminar (this event has not been attended in the past two years) [Ref. IVB-26, 27].

The Board conducts various study sessions, retreats and workshops throughout the year. Topics have included SEMS/NIMS, budget study sessions, audit planning meetings and audit review meetings [Ref. IVB-28]. The Board also meets with various department heads to learn about their programs. They regularly hear special presentations at board meetings regarding planning, accreditation, and programs both at Columbia College and MJC. Members of the board have attended a panel discussion at MJC, where administrators, instructors, and staff shared their perspectives on the accreditation process, and college Institute Days and In-Service days at both MJC and Columbia College [Ref. IVB-29].

New member orientation is primarily conducted by the Chancellor. Each college President provides a tour of the facilities for a new trustee as well as a briefing on college priorities. The district’s Chancellor provides informative material to candidates who are running
for office. Much of the material that candidates are given is the same as that which a new trustee might need in order to understand the operations of the district. Additionally, the one-on-one orientation meeting with the Chancellor provides a brief update on accreditation issues and challenges.

New board member orientation is conducted shortly after the elections. Elected members meet with the Chancellor, are provided with core documents of the institution, and are given tours of the colleges and programs to acclimate them to the district and colleges. They attend new trustee trainings and orientations held by the CCLC (Community College League of California). There are ongoing opportunities to attend trustee workshops at local, state and federal levels; for example, the Stanislaus County School Board, CCLC Conferences, AACC, ACCT, and CCCT all host workshops for trustees. Trustees can also dictate their own training program by calling on staff to provide special study sessions on selected topics.

The Board has seven trustees representing the five geographic areas of the district. There is one representative for each of the first four areas. There are three representatives from the fifth area, which has three times the population of the other areas. Four-year terms begin on even numbered years and are staggered every two years. The details of board elections are provided in Board Policy 7100- Board Elections [Ref. IVB-30].

Self Evaluation

The college meets the Standard. The YCCD Board of Trustees participates in board development activities on a regular basis. Board members receive orientation by the Chancellor and attend the Community College League of California trustee training. Staggered terms of office are in place.

Planning Agenda

None.

IV.B.1.g.

**The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**Descriptive Summary**

The Board’s self-evaluation process is described in YCCD Board Policy 7745- Board Self-Evaluation. The self-evaluation is conducted annually and is presented and discussed during an open session [Ref. IVB-31].

At the August 18, 2010 special board meeting, the Board set as one of its special priorities a revision to the Board’s self-evaluation process. This special priority is intended to connect governance-related state standards for accreditation to the Board’s self-evaluation standards [Ref. IVB-11].

**Self Evaluation**

The college meets the Standard. Although the Boards self-evaluation process has always addressed accreditation issues, its newly-revised process includes much more emphasis on accreditation standards. The Board responds to its own evaluation by primarily focusing on the areas that have the widest range of difference in trustee response. These points of variance are discussed and plans are made to address the inconsistencies and facilitate improvement.

Planning Agenda

None.

IV.B.1.h.

**The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**
**Descriptive Summary**

The YCCD Board of Trustees has Board Policy 7715- Code of Ethics/Standards of Practice and Board Policy 7717- Civility Policy [Ref. IVB-16, 32]. These policies detail the expectations for board members’ behavior. There is a procedure to follow if violations of the Board’s code of ethics occur. The Board has not implemented this process to date, for there have been no violations of the code of ethics.

**Self Evaluation**

The college meets the Standard. The Board has a policy and procedure Board Policy 7715- Code of Ethics/Standards of Practice, which addresses this standard. The current board members work in a collegial, professional manner, taking their elected duties seriously on behalf of the colleges and the community.

**Planning Agenda**

None.

### IV.B.1.i.

**The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

The YCCD Board of Trustees has been regularly informed about and involved with the accreditation process. A number of board study sessions are conducted throughout the year [Ref. IVB-28]. The Board conducts regular monthly open board meetings, distributes its agenda to jurisdictional media outlets, and has a standing item on the agenda for updates and reports regarding the development of each college's accreditation Self Study [Ref. IVB-12]. Board members regularly engage college leaders in dialogue on accreditation matters during board meetings. One of the Board’s stated special priorities for 2009-10 was to “Monitor and support full compliance with accreditation standards for each district college [Ref. IVB-33].”

The Board regularly reviews the key components of the integrated planning process. Those include the *Educational Master Plan*, the *Facilities Master Plan*, and the annual budget [Ref. IVB-15]. The Board engages in dialogue with the staff on these reports and the colleges' progress in meeting or exceeding the related state standards. Additionally, a member of the YCCD Board of Trustees serves on the Accreditation Standard IV:B writing team [Ref. IVB-34].

**Self Evaluation**

The college meets the Standard. Some of the board members have attended training provided by the CCLC where an emphasis is place on the accreditation process. Board members participated in the Self Study process. One board member is a member of a Self Study writing team at Modesto Junior College.

In April 2011, the Board participated in a study session focused on its role in the accreditation process [Ref. IVB-35]. The meeting was facilitated by Dr. Barbara Beno, President of ACCJC. Topics covered included, 1) Regional Accreditation 2) Process for Comprehensive Review 3) Appropriate Role of the Governing Board 4) Concerns and Questions of the Governing Board and Staff of YCCD.

**Planning Agenda**

None.

### IV.B.1.j.

**The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the Chancellor) in a multi-college district/system or the college chief administrator (most often known as the President) in the case of a single college.**

The Board has delegated full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable.
for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Board Policy 7405- Board Responsibilities, states that the Board shall select the Chancellor and that the selection procedure is exempt from usual district personnel selection procedures and practices [Ref. IVB-5]. The selection process is agreed upon in a board meeting and outlined in the board minutes. The Board has determined its own process in an open board meeting prior to each search. The Board’s delegation of responsibilities to the Chancellor is defined in Policy & Procedure 7430- Delegation of Authority to the Chancellor [Ref. IVB-36].

The recruitment processes involved in the Chancellor selection are more involved than other searches and selections. The job description, expanded process, representation on the selection committee, desired qualities and characteristics of candidates are discussed at length and community input is solicited. In essence, a broader perspective and expanded version of the regular hiring process is used. There are formal guidelines for each selection committee’s charge; these include the formation and operation guidelines of related search and selection committees. The Board’s delegation of authority to the Chancellor is stated in board policy, the Chancellor’s contract, and the Chancellor’s job description. The Board’s authority is focused at the policy level. Policy recommendations are provided to the Board in open session as first readings, then later as second readings and beyond, prior to board adoption. The Board does not determine administrative procedures but is given courtesy copies of procedure revisions. Board members may, as may anyone in the district, comment and make suggestions related to administrative procedures.

Another element included in Policy 7430- Delegation of Authority to the Chancellor, is the Chancellor’s authority to delegate to others in the district. For example, “The Chancellor may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.” This delegation by the Chancellor is addressed annually as an open session board agenda item.

The Board evaluates the Chancellor annually in closed session as stated in Board Policy and Procedure 7435- Evaluation of the Chancellor, and the evaluation criteria are based on the performance goals and objectives stated in Board Policy 7430- Delegation of Authority to the Chancellor [Ref. IVB-36, 37]. In addition, a “360 review” has been implemented whereby the Chancellor is evaluated by all staff, and these results are presented to the Board. Once a year, the Chancellor provides an open session board agenda item presenting the Chancellor’s goals for the upcoming year [Ref. IVB-38].

Evaluation mechanisms used by the district include a district-wide survey/evaluation form. The Board sets clear expectations in the form of making direct, verbal requests of the Chancellor, phone and email correspondence requests, and through evaluation tools, annual board special priorities, and requests for information and action in board sessions. The Board receives regular monthly reports from each college President, through the Chancellor. The Board also has a standing board agenda item for the Chancellor to provide updates in each monthly open session of the board meeting [Ref. IVB-39].

The Board also receives regular updates regarding the district fiscal status reports, reports from each college President and from the Chancellor during monthly open session meetings [Ref. IVB-9]. On matters where more time and description is necessary, the Board conducts fall and spring board retreats and study sessions on selected topics.

Self Evaluation

The college meets the Standard. Procedures are in place for the selection and evaluation of the Chancellor and college Presidents. The Board has a written policy for the delegation of authority to the Chancellor.
Planning Agenda
Although the college meets the Standard, the Board’s selection criteria are recreated with each new selection process, thus the Board may consider a more standardized selection process in the future.

IV.B.2
The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a
The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
Dr. Gaither Loewenstein joined Modesto Junior College as President on July 1, 2010 and resigned from his position ten months later in May 2011. The Vice President of Instruction is serving as the Acting President at the time of this writing [Ref. IVB-40]. The former President assisted the college in reviewing and assessing its institutional effectiveness. In his role as the Co-Chair of the Planning and Budget Committee (PBC), he assisted the committee in revising the college’s processes for prioritizing resource requests in a more systematic and data-driven fashion [Ref. IVB-41].

The college President ensures that the administrative structure at Modesto Junior College is organized and staffed appropriately to meet the institution’s needs and help it fulfill its purpose. Three vice Presidents report directly to the college President: the Vice President of Instruction, the Vice President of Student Services, and the Vice President of College and Administrative Services [Ref. IVB-40]; additionally, the Director of the Title 5 Grant, the Director of College Research and Planning, and the college’s Grant Officer report to the college President. The President also oversees the Modesto Junior College Foundation, meeting with foundation leadership and supervising foundation staff. The President is a member of the Foundation Board of Directors and participates in its monthly meetings, as well as updating the Board on MJC activities [Ref. IVB-42].

Deans of all instructional divisions report to the Vice President of Instruction. Deans are directly responsible for the day to day instructional operations of the college. These administrators, along with the Dean of Counseling, meet on a weekly basis at the Instructional Administrators’ Council (IAC), chaired by the Vice President of Instruction [Ref. IVB-43]. The Dean of Matriculation, Admissions, and Records, the Dean of Student Services, the Associate Dean of Special Programs, the Director of Student Financial Aid, and the Director of Health Services report to the Vice President of Student Services. These leaders meet weekly at the Student Services Council, chaired by the Vice President of Student Services [Ref. IVB-44].

Units providing administrative support report to the Vice President of College and Administrative Services, who also serves as the institution’s budget and fiscal officer. These units include duplicating, business services, and facilities [Ref. IVB-45].

The President’s Executive Cabinet includes the Vice President of Instruction, Vice President of Student Services, and Vice President of College and Administrative Services. The group meets weekly with the President. The President’s Full Cabinet also meets weekly and includes the executive-level leaders, the college’s Research Analyst, and the Director of MJC’s Foundation and Dean of Community Education. The President utilizes these leadership groups to delegate appropriate authority and accomplish the institution’s primary tasks.

A need for greater oversight and expertise in the area of instructional technology has led to the re-establishment of the position of Director of Information Technology and Media Services, a
position which had been vacant since July 2004. The college hired this position in October 2010 [Ref. IVB-46].

Candidates recommended for academic, administrative, and classified positions are submitted to the President for approval. See Board Policy 4200-Recruitment and Hiring [Ref. IVB-47].

Self Evaluation

The college meets the Standard. The President fully utilizes the expertise of all leadership team members to fulfill the tasks associated with operating a complex higher education institution. Four management positions were eliminated by the college in 2011 to address the $7.6 million budget deficit. Those positions were: the Director of Marketing and Public Relations; the Director of Research and Planning; the Director of Student Success and Special Projects; and the Director of Student Development & Campus Life and Major Gifts Officer [Ref. IVB-19]. The job duties associated with these eliminated positions have been reassigned to existing managers at the college and district.

Planning Agenda

None.

IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary

Through the use of key governance committees, notably the Planning and Budget Committee (PBC) and the Accreditation/Institutional Effectiveness Committee (AIE), the college President ensures that all constituent groups are involved in setting college goals and priorities and determining appropriate resource allocation [Ref. IVB-48,-49]. The AIE Committee evaluates the institution through the use of both internal and external data, via instruments such as the Community College Survey of Student Engagement (CCSSE), the Campus Climate Survey, the program review process, and evaluation of Student Learning Outcomes [Ref. IVB-50, 51, 52]. That data and evaluation, along with guidance of the college’s Mission Statement and Strategic Plan, are used by the PBC for resource allocation [Ref. IVB-41]. The Strategic Plan itself had a major revision in 2008, and receives annual review [Ref. IVB-53]. Each spring, an Assessment Workshop is held to evaluate the status of the college as a whole and determine issues that need to be addressed [Ref. IVB-54]. To assure both transparency and a breadth of input, widely publicized open Budget Forums were held on several occasions. In October 2010 the college President held an open forum to disseminate information and facilitate dialogue concerning the college’s progress in implementing the Measure E bond program [Ref. IVB-55].

The Office of College Research and Planning offers a wide array of data analysis services [Ref. IVB-56]. The Campus Climate Survey, the Community College Survey of Student Engagement, local and regional environmental scanning, and the Institutional Effectiveness Report emanate from this office. The 2010 Institutional Effectiveness Report [Ref. IVB-57] is used in guiding the unit level program review process, administrative unit outcomes process, and various data-driven decisions. The 2010 Institutional Effectiveness Report explores both internal and external (community and regional) data that informs the college planning and decision-making processes. New data elements have been added to the Institutional Effectiveness Report to improve the scope of data-driven decision-making across campus.

Recent years have seen increased focus on Student Learning Outcomes as well as Service Area Outcomes.
Internal stakeholders have begun to utilize research data to strengthen their analysis of Student Learning Outcomes and as a basis for development of program review documentation. A college-wide Assessment Work Group regularly reviews progress on SLOs and their assessment, including the development and assessment of course level and program level SLOs [Ref. IVB-58]. Representation by the Academic Senate and classified staff is evident on all campus teams associated with planning, evaluation, and assessment [Ref. IVB-59].

The college community engages in various evaluation efforts related to institutional planning and implementation efforts. The college’s standing committee structure, as well as task forces and work groups, allow for appropriate evaluation of planning and implementation efforts. The college annually evaluates college planning, program review, assessment, and resource allocation processes through its Assessment Workshop sponsored by the Accreditation/Institutional Effectiveness Committee [Ref. IVB-54].

Self Evaluation

The college meets the standard.

Planning Agenda

The college will continue to assess its formal procedures and tools for evaluating planning and resource allocation processes, create action plans when necessary, and implement improvements.

IV.B.2.c.

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The President is knowledgeable of statutes governing the California Community Colleges including the California Education Code and Title 5 regulations specific to the California Community College System. The President has the administrative responsibility to adhere to district board policies and, with the assistance of executive cabinet leadership, monitor departmental procedures and practices as developed and implemented by the various councils and standing committees of the institution. These standing committees ratify goals and monitor college processes on behalf of the President in an advisory role to college leadership. All of these activities are conducted with an adherence to the college mission in mind.

Board policies are developed by the YCCD Board of Trustees [Ref. IVB-1]. After voting, the Chancellor presents policies in cabinet meetings and to District Administrative Council to decide on implementation. The Chancellor’s Cabinet consists of the district’s Public Affairs Director, Presidents from both YCCD colleges, the Vice-Chancellor for Technology, the Vice-Chancellor of Human Resources, and the Executive Vice-Chancellor of Fiscal Services [Ref. IVB-60]. The District Administrative Council consists of Yosemite Faculty Association (YFA) President, YFA Budget Analyst, MJC Academic Senate President, Columbia Academic Senate President, Board/Faculty Liaison, Columbia College President, Modesto Junior College President, Leadership Team Advisory Committee President, members of California School Employees’ Association: Chapter 420, and the Yosemite Community College District Student Trustee. These meetings address how each college might implement the new district policies. Generally, a consensus is reached that gives the college President direction on implementation of a district policy [Ref. IVB-61].

Policies at the college level follow the same protocols, only the participants change. Policy creation and implementation are done more collectively as an institution, as outlined in the MJC Decision Making Document [Ref. IVB-59]. This document highlights three key areas of decision making: 1) groups that develop recommendations, 2) timelines and sequences for key college decisions, and 3) college planning. Although the President makes the final decision on all college policies, typically each decision is based on the work conducted by all shared governance participants. At the college level policies originate from one of
two directions - from division administrators with input from faculty and classified staff - or from top level administrators. Regardless of the source of input, the final stop for all college policies is the College Council. This body serves in the same fashion as the District Administrative Council. The College Council consists of the MJC President, Vice-President of Instruction, Vice-President of Student Services, Vice-President of College Administrative Services, Academic Senate President, two Academic Senate Representatives, the YFA President, two YFA Representatives, Instructional Administrators Council (IAC) Representative, Board Liaison, CSEA President, two CSEA Representatives, and the Associated Students of MJC (ASMJC) President [Ref. IVB-62]. Once the college council has reached consensus, council members advise the President on a direction. The College Council is an advisory body, and all final decisions rest with the President.

Self Evaluation

The college meets the Standard. The college President is versed in all statutes, regulations and policies and pursues college priorities with an emphasis on linking planning and resource allocation efforts to the college Mission. On August 16, 2010 the former President attended an all-day workshop co-sponsored by the Planning and Budget and Accreditation/Institutional Effectiveness Committees at which he helped facilitate a broad-based dialogue focused on the college Mission Statement and Strategic Plan Goals. Emerging from this workshop were commitments to affirm the mission Statement and to focus primarily on four of the ten Strategic Plan Goals for the 2010/11 academic year [Ref. IVB-63].

Planning Agenda

None.

Descriptive Summary

The President and administrators are responsible for monitoring revenues and expenditures. The President works closely with the executive cabinet including the Vice President of College and Administrative Services, Vice President of Instruction, and the Vice President of Student Services on a weekly basis to ensure that college budgets adhere to college and district processes. The President also chairs the Planning and Budget Committee, a body that assists in monitoring and adjusting college budgeting procedures at the unit level [Ref. IVB-48]. Discretionary expenditures are reviewed at the Planning and Budget Committee following a zero-based budgeting process. The college’s program review process is linked to expenditure determination through the review processes at the standing committee level [Ref. IVB-64]. Appropriate personnel are charged with providing solutions to budget matters as necessary (through delegation), providing feedback through the appropriate channels to the President and college/district administrative structures. All financial documentation at the college level requires the approval of the college President and the Vice President of College and Administrative Services [Ref. IVB-65].

Additionally, one example of effective budgetary control was a positive ending balance for fiscal year 2009-10 [Ref. IVB-66]. The college ended with a projected $3,000,000 in savings. These savings were employed to offset portions of the district’s budgetary shortfall. Since the creation of the position of Vice President of College and Administrative Services, the college budget has consistently finished with a positive balance. In response to the onset of the recent fiscal crisis, campus-wide budget forums were created to inform staff and students of projected cuts [Ref. IVB-67]. Additionally, the President relies on the Vice President of College Administrative Services to report weekly on budget matters at the President’s Cabinet.

Self Evaluation

The college meets the standard. A close working relationship with the position of the Vice President of College and Administrative Services and all
college leadership allows the President to effectively monitor and control all budgets and expenditures within the college organization.

Shortly after assuming office in July 2010 the former college President directed the Vice President for College and Administrative Services to prepare a multi-year financial plan for the college incorporating total cost of ownership principles and addressing the MJC Measure E building projects. This document, MJC’s *Five Year Total Cost of Ownership (TCO)*, was reviewed by the Planning and Budget Committee (December 17, 2010) and forwarded to the President with a recommendation for adoption [Ref. IVB-68]. At the time of this writing the college is in the process of formulating a multi-year funding plan that addresses the total cost of ownership of existing, renovated, and newly constructed facilities, and discussions were under way at the district level geared toward the development of a similar plan to address district needs. These plans must be adopted and strategies to identify and deploy resources toward identified needs must be implemented.

As a member of the district’s executive team, the President also consults regularly with the Chancellor and the Executive Vice Chancellor of Fiscal Services on these matters [Ref. IVB-60].

**Planning Agenda**

None.

**IV.B.2.e**

*The president works and communicates effectively with the communities served by the institution.***

**Descriptive Summary**

Modesto Junior College has historically and consistently maintained a very visible and positive presence in the community at large. The MJC President is an important figure in that effort. The President is actively involved in communicating with the public through newspaper editorials, television broadcasts, and personal presentations to community organizations and associations. The President attends numerous community events and meetings to support the college’s mission.

In addition to facilitating the college’s programs and operations overall, the former President focused on several key initiatives. In October 2010 the President hosted a “Healthy Lifestyles Strategy Session” that was attended by over 20 leaders in the public, non-profit and business community [Ref. IVB-69]. Based, in part, on information gleaned from this event, the President worked with faculty, staff, administrators, and community partners to formulate initiatives geared toward promoting access to healthy food and nutritional education more broadly throughout the college service area. As administrator for the MJC Foundation, the President actively led the Foundation’s Victory Campaign to raise funds for stadium renovation, as well as the Passport to College program founded by the previous President [Ref. IVB-42]. The President served as a member of the Board of Directors for the Modesto Symphony Orchestra and on the Board of the Alliance, a coalition of government and business entities organized to promote economic development in Stanislaus County.

While the position of President is an active and visible supporter of ongoing efforts to serve the community, the President also relies upon key management and faculty leaders to advance the institution throughout the community. Several units of the institution reach into the community to affect positive change and serve the needs of community residents. Foremost among these is the Civic Engagement Project, an entity comprised of faculty, staff and community members that sponsors community initiatives in a wide variety of areas including public affairs, youth education and environmental stewardship [Ref. IVB-70].

The college’s annual report [Ref. IVB-71] provides a repository of activities conducted on an annual basis that reach into the community and regionally to meet the learning needs of students. The President requests input to populate this repository on an annual basis.

Through the President’s leadership, MJC partners with multiple businesses, governmental, and
non-profit entities to serve the community. MJC leverages resources through effective partnerships and resource development efforts. MJC’s Strategic Plan Goal #6 states, “MJC will expand and enhance outreach to business, industry and the community based on identified needs and opportunities” [Ref. IVB-53]. The efforts of MJC’s entrepreneurial college units help to lessen the college’s dependence on state apportionment funding and to serve additional student and community needs. The college President plays a primary role as lead entrepreneur in these ventures. The President also actively supervises and directs the MJC Foundation and plays a direct role in the fundraising efforts of the institution, yet another way the college lessens its dependence on state apportionment and assists students and staff with financial support for learning and development [Ref. IVB-42].

Modesto Junior College has had five Presidents since the last Self Study. At the time of this writing, the Vice President of Instruction is serving as Acting President [Ref. IVB-40]. MJC is currently searching for an appropriate interim President and a Presidential hiring committee will be formed in the fall with the intent to identify a permanent President by spring 2012. All college constituency groups will be represented on the committee.

Self Evaluation

The college does not meet the Standard. The President serves as the lead communicator of the college’s priorities both on campus and in the community at large. The position of President of MJC has held a very special place in this community and residents look to the college President for leadership on issues related to higher education, community development and workforce preparation.

It is unfortunate that MJC has been unable to recruit and retain a President that embodies the culture of the institution. In 2007, the President at the time and the Academic Senate were at odds on a number of issues including SLO development and overtime. These disagreements resulted in a faculty vote of no confidence in the President [Ref. IVB-72]; in 2009, the Board did not renew the President’s contract. MJC was led by an interim President from December 2010 to June 2011.

The former President was at MJC for ten months. His tenure was marked by severe budget reductions resulting in faculty, staff, and management layoffs and program eliminations. It ended with a sudden and unexpected resignation.

Planning Agenda

The interim President, at the time of writing this Self Study, will be in place by August 1, 2011. A Presidential search committee will be formed in the fall in order to hire a permanent President by spring 2012. The search committee will utilize a search consultant to focus on finding an individual that is not only technically competent but one who can embrace the “culture of the MJC faculty, staff and administration.”

IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a.

The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The delineation of responsibilities among the operational units of the Yosemite Community College District is presented in the organizational
charts of central services with respect to each college [Ref. IVB-73]. In addition, as part of the Self Study process, MJC and YCCD developed a Function Map [Ref. IVB-74] that demonstrates how the college and the district manage the distribution of responsibility by function as it pertains to the accreditation standards. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

Additionally, delineation of responsibilities is communicated at the Chancellor’s cabinet level, District Administrative Council, college administrative councils, and District Council (via constituency group representatives). The district Strategic Plan outlines the goals and objectives of the institution as a whole. The strategic planning process was initiated in the fall of 2005. The Chancellor presented the opportunity to participate in Strategic Planning at the Modesto Junior College fall institute day, the Columbia College fall in-service day and at the fall All Central Services Meeting. All staff members were encouraged to participate. Individuals representing all campuses and all constituent groups were present. The first meeting was convened in November of 2005. The district Strategic Plan was the platform from which all other plans were derived and was centered on the Board approved Vision 2010 Statements [Ref. IVB-75]. Both colleges and central services used the district Strategic Plan to guide their own localized plans [Ref. IVB-53].

The Strategic Planning Committee met with the help of a facilitator in order to generate the guiding principles which steered the process of revising the YCCD mission, and created the vision and core values. In addition, the strategic goals and objectives were addressed by subgroups with the charge of creating a strategic goal and several corresponding strategic objectives. The goals were directly related to the Vision 2010 Statements and the objectives were written so that each unit could adapt them to their specific needs.

The final draft of the Strategic Plan was presented to District Council for distribution to each member’s constituents. After several readings, edits were finalized, and the Strategic Plan was approved by District Council in November 2006 [Ref. IVB-76]. The Interim Chancellor began in October 2010 designing plans to update the district’s Vision 2010 to advance the planning up to 2015. A retreat was scheduled with District Council for November, 2010. This was an integral part of the college’s strategic planning. At the November 2010 District Council meeting, Dr. Smith brought in a consultant who facilitated the review of the YCCD District strategic planning discussion. The consultant facilitated several exercises with members. A review of the YCCD Strategic Planning Guiding Principles was conducted; suggestions for edits were made by the various constituency groups and were approved by the members. Mission, Vision and Core Values at YCCD, MJC, and CC were compared and the group reviewed and suggested minor changes to the language.

After the November review, the Vision 2015 was edited and returned to the District Council in January 2011 for confirmation [Ref. IVB-77]. District Council reviewed and accepted the changes to the Strategic Plan in February 2011; the Board of Trustees adopted the updated plan at its May 11, 2011 meeting [Ref. IVB-78].

Self Evaluation

The college meets the Standard. Operational responsibilities, functions and goals of the district have been formalized and put into practice. There remains a need for continuity in implementation. Greater emphasis needs to be placed on district-wide planning efforts with stronger communication of expectations by the Board and Chancellor. The 2011 revision of the district Strategic Plan is an important step in this direction.

Planning Agenda

The new YCCD Chancellor and the MJC President shall collaborate to create a communication system that more clearly conveys the expectations of the Board, district and college leadership. Accountability structures will be in place and fully understood by all college and district personnel by the end of the 2010-11 fiscal year.
**IV.B.3.b**

The district/system provides effective services that support the colleges in their missions and functions.

**Descriptive Summary**

The Central Services operation’s purpose is to provide operational and logistical support to Modesto Junior College and Columbia College. The main services supporting the colleges in their mission to serve students involve fiscal, human resource and information technology support [Ref. IVB-73]. Additionally, the district staff provides support to the colleges related to institutional research, employee relations, business services, purchasing services, grant administration, public safety services, auxiliary services, facilities planning and maintenance, and community and governmental relations.

At present, the district lacks an educational services administrator (a position eliminated three years ago due to budget constraints) [Ref. IVB-79]. This position previously provided oversight of district research, grant management, curriculum and student services policies and procedures, and district-wide Educational Master Planning efforts. In the absence of this position, greater autonomy and accountability on these matters has been ascribed to the colleges.

The Fiscal and Information Technology branches of Central Services, along with the executive management team at Central Services (Chancellor, Executive Vice-Chancellor, Vice-Chancellor Human Resources, and Assistant Chancellor), are evaluated through a district-wide survey instrument [Ref. IVB-80]. The results of these evaluations are assessed by the Chancellor. The Human Resources branch has yet to be evaluated with this type of survey. In addition, monthly Chancellor’s cabinet meetings and district council meetings and quarterly district administrative council meetings provide opportunities for district services assessment.

The YCCD Strategic Plan was recently reviewed and updated [Ref. IVB-78]. It is the document that the Board adopts, and the colleges and Central Services follow while developing their strategic goals and objectives.

**Self Evaluation**

The college meets the Standard. Although the Yosemite Community College District has experienced substantial turnover in the Chancellor position over the past six years, district personnel are eager for new leadership that brings continuity, vision and accountability. An interim Chancellor arrived in August of 2010; a permanent Chancellor was selected (the interim Chancellor was the successful candidate) and approved by the Board of Trustees in February 2011 [Ref. IVB-81]. The lack of an administrative presence in the area of educational services at the district level has necessitated improved coordination and collaboration between the colleges and the district office in this regard.

**Planning Agenda**

The Board and district leadership should endeavor to continue to align district and college Educational Master Planning and implementation efforts. The District Council should provide leadership in this collaborative effort. The inclusive process by which the district Strategic Plan was revised in 2010-11, with college planning committees providing meaningful input through their District Council representatives provides a workable model for facilitating district/college collaboration. Like the Fiscal and Information Technology branches and the executive management team at Central Services, the Human Resources branch of the district’s operations should be evaluated with a district-wide survey instrument.

**IV.B.3.c**

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.
Descriptive Summary

The primary purpose of the Yosemite Community College District’s resource allocation model is to support the mission of the colleges of the Yosemite Community College District and the district and college strategic plans [Ref. IVB-82].

The Yosemite Community College District serves the faculty, staff, and students of Modesto Junior College and Columbia College. The district serves approximately 18,335 FTES. Modesto Junior College serves about 86 percent of these FTES and Columbia serves about 14 percent. This ratio has remained consistent over time [Ref. IVB-83].

Resources provided by the state for instructional purposes that are not driven by state formula are allocated to the colleges using a ratio of 85 percent to Modesto Junior College and 15 percent to Columbia College. This allocation of funding formula is directly tied to each of the colleges’ FTES generation [Ref. IVB-82]. Built into the formula is recognition of a small college in a multi-college district by providing a modestly higher percentage of funds relative to FTES at Columbia College.

State funding allocations that are not driven by state formula and are not restricted to direct instructional expenditures are allocated using a formula that allocates new dollars to each college and to the Central Services operations. The allocation formula is driven by the percentage of base General Unrestricted Fund expenditure budgets to the total Unrestricted General Fund. The formula percentages are consistent from year to year.

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<td>MJC</td>
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<td>CC</td>
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<td>Central Services</td>
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Various sources of revenue are allocated to the district annually from the state budget proceedings. Budget allocations to the colleges and to Central Services are generally based on established formulas with flexibility to recognize each college’s particular and specific needs. Restricted categorical program allocations are formulated at the State and allocated based on State formula.

Dialogue relating to student enrollment growth, full-time faculty hires, student services, operational and administrative needs, and district-wide operational needs, takes place at the District Council meetings [Ref. IVB-77], the District Administrative Council meetings [Ref. IVB-84], and at the college governance committee meetings [Ref. IVB-62].

The distribution of growth funds is based on enrollment data and growth trends and projections. The growth funding distribution is further clarified to allocate 58 percent of the state revenue earned from growth FTES to MJC up to the state growth cap. COLA allocations, when received from the state, are distributed not based on formula but rather on the prioritized needs of the district in addition to collective bargaining agreements. Serving the needs and priorities of both a large and small college in the Yosemite Community College District is a priority of the district and is continually discussed at all levels, as evidenced by the record of meetings for each council and committee and by the distribution of funds. The colleges bring forward their priorities and needs to the Chancellor’s Cabinet and subsequently to the District Council.

The resource allocation process throughout the district is consistent and equitable as it relates to the colleges’ strategic plans and missions [Ref. IVB-82]. Likewise, budget deficit reduction plans adhere to similar formula percentages as growth allocations, and each college and Central Services are responsible to reduce budgets according to a district-wide deficit reduction plan based on pre-set percentages of the general-unrestricted-fund budget.

Self Evaluation

The college meets the Standard. Despite the state’s economic downturn, the uncertainty in community college budgets, and the financial pressures associated with each, the district continues to have adequate resources to serve students. Until this past year, the district had avoided layoffs by increasing efficiency. However, due to multiple years of financial pressures and facing a $13 million deficit for the 2011-12 academic year, the district reduced its workforce in faculty, classified staff and management in addition to eliminating programs [Ref. IVB-20].
The Budget Allocation Taskforce was convened by District Council in the spring of 2007 [Ref. IVB-82]. The purpose of this taskforce was to analyze the current budget allocation model and make recommendations for changes to District Council, if necessary.

Planning Agenda

None.

**IV.B.3.d**

The district/system effectively controls its expenditures.

Descriptive Summary

For the past several years, external audits have produced no adverse fiscal findings, and the district has consistently held a positive ending balance [Ref. IVB-14]. As an institution of higher education, the district uses governmental accounting procedures with an emphasis on the use of resources to benefit students. Systematic and internal controls ensure that budgets are not overspent and that positive balances are maintained. Both general and categorical funding is scrutinized through administrative supervision, internal audit procedures and external audits. Specific fund numbers for each source of funds allows for tracking to account for revenue and expenditures. The district’s Datatel financial system provides an effective relational database that monitors and manages funds.

The Chancellor has overall responsibility for the district’s budget. The Executive Vice Chancellor for Fiscal Services is responsible for the general management of the budget, budget controls (with the assistance of the district controller), internal auditing and accounting protocols of the district [Ref. IVB-73]. Such oversight has led to the maintenance of fiscal reserves and clean audit trails.

The President of each college is responsible for operating the college budget. College administrative responsibilities include adherence to procedures established by the Executive Vice Chancellor, compliance with deadlines, and adherence to generally accepted accounting principles. The district is in full compliance with the GASB 45 by establishing adequate funding for retiree medical expenditures [Ref. IVB-85]. This is not a factor during the current fiscal crisis.

Self Evaluation

The college meets the Standard. The Yosemite Community College District has long had a reputation for effective fiscal resource stewardship, and that continues to be the case. The district is fortunate to have effective and accomplished leadership in the area of fiscal services. The colleges benefit from this leadership and the relationship between MJC fiscal leaders and the district leaders is exemplary.

Planning Agenda

None.

**IV.B.3.e**

The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The college Presidents are provided the authority to implement district policies. The Chancellor gives the Presidents this authority and holds them accountable for the operation of the college through an annual performance evaluation process.

The Chancellor and college Presidents meet monthly to discuss concerns and issues related to each college, the Central Services operation or district-wide matters [Ref. IVB-60]. The Presidents also report each month to the YCCD Board of Trustees on college initiatives, programs and issues (including, planning, accreditation and institutional effectiveness) [Ref. IVB-39].
Self Evaluation

The college meets the Standard. Due to recent turnover in the President’s position at Modesto Junior College, the Chancellor has been more actively engaged in college issues. This is a departure from standard procedures. The Chancellor, who served previously as President of Columbia College, understands delegation and accountability structures of the district and has delegated full authority to her Presidents in accordance with this standard.

Planning Agenda

None.

IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The district maintains communication with its college units through various modes including board meetings, Chancellor’s Cabinet, District Advisory Council, District Council (minutes e-mailed to district personnel), and the Policy and Procedures Committee [Ref. IVB-86]. Communications are clear and timely, agendas and minutes are published [Ref. IVB-9], and opportunities to provide feedback are provided. The institutions are well-informed about system-wide issues, board actions and interests. The Board develops its special priorities each year and finalizes them in open session board meetings [Ref. IVB-11]. The Chancellor develops and updates an annual list of “long-term goals [Ref. IVB-38].”

The Board agenda and minutes are easily accessible on the web site and include archives back to February 2003 [Ref. IVB-9]. Additionally, Board Connections is a monthly email that is distributed to all YCCD staff within days following the regular board meeting, highlighting specific topics from the board meeting, including voting results [Ref. IVB-10].

Strategic planning goals and objectives of the district are linked to the college plans [Ref. IVB-53]. The District Council, through constituency group representation, and joint task forces on special issues reports vital information back to the colleges [Ref. IVB-61]. Reports are delivered at District Council with instruction to get the word back to members of the constituency groups.

Governing board members engage in monthly board meetings but also numerous committees that allow for additional interaction between college personnel, district personnel and the Board. Agendas for these meetings are posted in advance and adhere to the Brown Act and other standard procedures for public meetings [Ref. IVB-1].

Self Evaluation

The college meets the Standard. College and district personnel utilize all of the common methods of communication to stay in touch on issues vital to college and district operations including e-mail, newsletters, posting of agendas and meeting minutes and maintenance and continuous improvement of college and district web presences. The President and Chancellor have made this communication effort a high priority in the 2010-2011 fiscal year.

Planning Agenda

None.

IV.B.3.g

The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
Descriptive Summary

Each unit of the Yosemite Community College District’s Central Services operation conducts a “360 degree” evaluation of its performance. College and district personnel are given the opportunity to respond to an on-line questionnaire that allows for Likert scale and open-ended responses [Ref. IVB-80]. Central Services units use this data for continuous improvement efforts.

The District’s Strategic Plan 2007-2015 identifies District Goals and Objectives in ten categories [Ref. IVB-4]. The colleges and Central Services formed committees to determine the goals and objectives. The colleges use these goals and objectives to determine their specific goals and objectives under the umbrella of the district’s plan. Formal research, operation reviews, cabinet dialogue and performance evaluations have been identified and methods for the regular assessment of the progress made on goals and objectives.

The Chancellor’s Cabinet, District Council, and Policy and Procedures Committee all have a written charge and set informal goals annually. Faculty and staff from each college are well represented on these district committees [Ref. IVB-61]. Students also have a voice through the inclusion of a student representative on the YCCD Board of Trustees and regular reports by the associated student organizations at both colleges [Ref. IVB-1]. Formal evaluation of these entities is not evident.

College Institutional Effectiveness Reports are provided to the Board [Ref. IVB-87]. District budgets are regularly assessed at board meetings. Human Resources is required to conduct Equal Employment Opportunity reports that assess and evaluate the institution’s hiring demographics [Ref. IVB-88].

Self Evaluation

The college meets the Standard. Effective dialogue regularly occurs at the district level and central services units engage in an open evaluation of their services and progress. The strategic planning process is seen as an important and inclusive process and has provided positive direction to the entire district. Improvement is warranted with regard to the need to evaluate the performance and effectiveness of district committees more systematically.

Planning Agenda

The district standing committees will devise appropriate evaluation processes in order to gain feedback from campus and district constituencies concerning their effectiveness.
References for Standard IVB

1. YCCD Board of Trustees Website
2. YCCD Board Policies and Procedures
3. YCCD Policy and Procedures Committee: Membership
4. YCCD Strategic Plan
5. Board Policy 7405: Board Responsibilities
6. Board Policy 6020: Program and Curriculum Development
7. Board Policy 7710: Conflict of Interest
8. Conflict of Interest Forms – Statement of Economic Interest
9. YCCD Board of Trustees Meeting Minutes Website
10. Board Connections Newsletter
11. Yosemite Community College District Board of Trustees Special Priorities, 2010-2011
12. Yosemite Community College District Board of Trustees Meeting Minutes, Discussion of Accreditation Report, February 21, 2008
13. Yosemite Community College District Board of Trustees Meeting Agenda with Closed Session Topics
14. Yosemite Community College District Board of Trustees Meeting Minutes, Audit Discussion
15. Yosemite Community College District Board of Trustees Meeting Minutes, Acceptance of Annual Budget
17. Evidence of Board Members Participation in Internal Audit
18. MJC $7.6 Million Shortfall
20. Yosemite Community College District Board of Trustees Meeting Agenda, Resolution for Reduction in Staff, March 9, 2011
21. Yosemite Community College District Board of Trustees Meeting Minutes, May 11, 2011
22. Board Policy 7010: Board Membership
23. Yosemite Community College District Board of Trustees Meeting Agenda, Update on 2009 Policy and Procedures Committee, February 2010
24. Policy and Procedure Revision Flow Chart
25. Board Policy 7410: Policy and Administrative Procedure
26. Board of Trustees Attendance at CCLC
27. Board of Trustees Attendance at VIP/JPA Board of Directors Meeting
28. YCCD Board of Trustees Meeting Schedule, 2010-2011
29. Fall Institute Day Program, 2010
30. Board Policy 7100: Board Elections
31. Board Policy 7745: Self-Evaluation
32. Board Policy 4217/7717: Civility
33. YCCD Board Special Priorities, 2009-2010
34. MJC Writing Team Members
35. YCCD Board of Trustees, Special Study Session by Barbara Beno, April 20, 2011
36. Board Policy 7430: Delegation of Authority to the Chancellor
37. Board Policy 7435: Evaluation of Chancellor
38. YCCD Board of Trustees Meeting Minutes, Chancellor’s Goals
39. YCCD Board of Trustees Meeting Minutes, President and Chancellor Updates
40. Modesto Junior College Organization Chart, 2011-12
41. Planning and Budget Committee Hiring Prioritization Flowchart
42. MJC Foundation
43. Instructional Administrators’ Council
44. Student Services' Council
45. Vice President of College and Administrative Services
46. YCCD Board of Trustees Meeting Minutes, Approval of Director of Information Technology and Media Services Appointment, April 13, 2011
47. Board Policy 4200: Recruitment and Hiring
48. Planning and Budget Committee: Charge, Membership
49. Accreditation/Institutional Effectiveness Committee: Charge, Membership
50. MJC Climate Survey Analysis, Spring 2010
51. Analysis of Community College Survey of Student Engagement and the Faculty Community College Survey of Student Engagement (CCSSE) Executive Summary, 2009
52. Resource Allocation Diagram, August 2010
53. MJC Strategic Plan, 2008-2013
54. Planning and Budget and Accreditation/Institutional Effectiveness Assessment Workshop Minutes, May 6, 2010
55. Measure E Forum, October 6, 2010
56. Office of College Research and Planning Website
57. MJC Institutional Effectiveness Report 2010
58. Assessment Work Group
59. Introduction to Decision-Making at MJC Fall, 2008 – Spring, 2010
60. Chancellor’s Cabinet Membership
61. District Council Membership
62. College Council Membership
63. Planning and Budget and Accreditation/Institutional Effectiveness Committee Workshop, August 16, 2010
64. Template: Program Review Addendum
65. Staffing Request with President’s and VP’s Signatures Example
66. MJC Ending Budget, 2009-2010
67. 2010 Budget Forums Evidence
68. Planning and Budget Committee: Total Cost of Ownership Plan 2011-2015
69. “Healthy Lifestyles Strategy” Session, 2010
70. Civic Engagement Project
71. MJC Annual Report, 2007/08
72. Approval of Academic Senate Resolution 2007 FL07-D: Vote of No Confidence in the Current President of MJC, November 29, 2007
73. YCCD Organizational Chart
74. MJC/YCCD Function Map, 2011
75. YCCD Vision 2010 (Pg. 5)
76. YCCD Board of Trustees Meeting Minutes, Approval of Vision 2010
77. District Council Minutes, January 26, 2011
78. YCCD Board of Trustees Meeting Minutes, Adoption of Revised Strategic Plan, May 11, 2011
79. YCCD Board of Trustees Meeting Minutes, Elimination of the Vice Chancellor of Educational Services, June 11, 2008
80. Fiscal Services Survey
81. YCCD Board of Trustees Meeting Minutes, Appointment of New Chancellor, February 23, 2011
82. Resource Allocation Model, August 2010
83. YCCD Fast Facts, 2011
84. District Administrators’ Council Agenda
85. GASB 45 Information
86. YCCD Website
87. Evidence of Institutional Effectiveness Report at a Board Meeting
88. EEO Report on Hiring Demographics at YCCD