*The following draft narrative may include language that has been proposed but not ratified by YFA. If ratification does not occur, the narrative will be rewritten to reflect the current YFA contract before being approved by the YCCD Board.*

**Standard III: Resources**

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

**Standard III.A Human Resources**

**Standard III.A.1**

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

Evidence of Meeting the Standard:

1. The institution demonstrates that it has developed appropriate hiring criteria.

2. The institution advertises open positions using appropriate venues to attract quality candidates.

3. The institution demonstrates it has a process to verify the qualifications of applicants and newly hired personnel.

Yosemite Community College District (YCCD) assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by education, training, and experience to provide and support College programs and services. ([BP 7120 - Recruitment and Hiring](http://www.mjc.edu/general/accreditation/bp_7120_recruitment_and_hiring.pdf), [Min Quals Doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf), [YCCD Recruitment and Hiring Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf), [YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf)) The YCCD Office of Human Resources provides employment and benefit services across the District including coordination of recruitment and hiring processes. ([HR website](https://www.yosemite.edu/hr/),[Recruitment Fair Flyers](https://www.mjc.edu/studentservices/counseling/cdtc/jobs/documents/spring2017jobfair.pdf))

The YCCD Board of Trustees has established policy that guides the development of hiring criteria. ([BP 7120 - Recruitment and Hiring](http://www.mjc.edu/general/accreditation/bp_7120_recruitment_and_hiring.pdf)) The YCCD Recruitment and Hiring Process was developed in accordance with administrative procedure, Education Code, and California Code of Regulations, Title 5 via participatory process. ([YCCD Recruitment Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf), [Education Code Sections 70901.2](http://www.mjc.edu/general/accreditation/educationcodesections70901.pdf), [70902(b)(7)](http://www.mjc.edu/general/accreditation/educationcodesection70902b7.pdf) [&(d)](http://www.mjc.edu/general/accreditation/educationcodesection70902d.pdf), [and 87100 et seq.87100](http://www.mjc.edu/general/accreditation/californiaeducationcodesection87100.pdf), [87400](http://www.mjc.edu/general/accreditation/californiaeducationcodesection87400.pdf), [88003](http://www.mjc.edu/general/accreditation/californiaeducationcodesection88003.pdf); [Title 5 Sections 53000](http://www.mjc.edu/general/accreditation/title_v_53000.pdf),and [51023.5](http://www.mjc.edu/general/accreditation/documents/title_v_51023_5.pdf);). The District affirms its commitment to diversity in policy and in the Equal Employment   Opportunity Plan. ([BP 7100 - Commitment to Diversity](http://www.mjc.edu/general/accreditation/bp_7100_commitment_to_diversity.pdf), [EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf)) The EEO Plan was updated in 2015 by the EEO Advisory Committee which includes a faculty member, an administrator, a classified professional, a student, and a community member. ([EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf), Senate Hiring Committee Criteria—include as evidence) The updated EEO Plan was approved by District Council and the Board of Trustees. (DC minutes, BOT minutes)

The Recruitment and Hiring Process document was created as a result of the process to revise Board Policy 7120 Recruitment & Hiring. During the regular review of BP/AP 7120 by the Policy and Procedure committee, an ad-hoc committee of District Council with representation from all constituent groups, feedback from constituent groups requested greater detail of each step in the recruitment and hiring process. Through the participatory governance process the committee codified and clarified the hiring process regarding proper forms, composition of screening committees for each type of position classification, routing of forms, and required approvals during the process. Agreement was reached that this level of detail is appropriately documented in department process rather than administrative procedure. Human Resources committed to engage in a collaborative process in the development of the process and supporting instructions. ([BP 7120 - Recruitment and Hiring](http://www.mjc.edu/general/accreditation/bp_7120_recruitment_and_hiring.pdf)) Administrative Procedure 7120 was revised on March 11, 2015 providing reference to the Recruitment and Hiring Process document now available on the District website where it serves as a guide to understanding and utilizing the YCCD recruitment process. [(HR website snapshot of link to document)](https://www.yosemite.edu/recruitment/hiringprocess/)

MJC follows a thorough, methodical, inclusive process when hiring for new positions, as outlined in the YCCD Recruitment and Hiring Process document. [(Recruitment and Hiring Doc)](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf) Screening committee membership guidelines align with the agreements with the District bargaining units and the Leadership Team Handbook. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf), [CSEA Contract](https://www.mjc.edu/general/accreditation/documents/evidence_1_cseacontract.pdf), [LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf)) Faculty have a delineated role in the selection of new faculty. Faculty screening committees include at least three members: the screening committee chair and at least two additional faculty members in related discipline areas recommended by the screening committee chair in consultation with the college’s Academic Senate. ([YFA Contract Article 7.1- Hiring Procedures](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf) [YCCD Recruitment Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf))   Faculty screening committees make recommendations of candidates for second level interviews to the area vice president and/or college president. [(Recruitment and Hiring Doc)](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf) need to identify page numbers

The YCCD Human Resources Department uses a variety of tools to advertise open positions at the District. It contracts with Ad-Club to advertise positions with Association of California Community College Administrators (ACCCA), Ed-Join, HigherEd.com, and Diversity in Higher Ed. Open positions are posted on the California Community College Registry (CCC Registry) and announced District wide via internal email to all users. (Sample positions listed on CCC Registry, and email announcements) Positions may be posted in national publications or industry specific publications upon the request of the hiring manager. The search and recruitment for key executive positions is often led by a search consultant. ([YCCD Chancellor Search announcement](https://www.yosemite.edu/publicaffairs/pressreleases/16-08_Chancellor%20Search%20Decision.pdf))

The criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. (Sample job announcements)  Screening committee members review and verify applicant qualifications through a process led by the committee chair. [(Recruitment and Hiring Doc page 3)](http://www.mjc.edu/general/accreditation/yccdrecruitmenthiringprocesspage3.pdf) Screening committee members review and rank applicants based upon qualifications, knowledge, skill, and abilities related to the position as presented in their application materials to determine which applicants will move forward to the interview phase. (Sample application screening document) The committee develops interview questions for identified candidates and ranks the responses of all interviewees. (sample interview document) Reference checks are conducted by the screening committee chair or secondary interviewer of the top finalist candidate. ([Recruitment & Hiring doc page 4](http://www.mjc.edu/general/accreditation/yccdrecruitmenthiringprocesspage4.pdf), r[eference check form](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Reference%20Check%202015.pdf))

4. Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions.

5. The institution uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated.

6. The institution demonstrates that all job descriptions are directly related to the institutional mission.

7. The institution employs safeguards to ensure that hiring procedures are consistently followed.

The College places a priority on the recruitment and hiring of diverse, highly-qualified faculty, staff, and administrators who can provide quality programs and support services aligned with the College mission.  ([BP 7150 - Evaluation](http://www.mjc.edu/general/accreditation/bp_7150_evaluation.pdf), [BP 7-8058 - Non-Discrimination/EEO](http://www.mjc.edu/general/accreditation/bp_7_8058_nondiscrimination_eeo.pdf), [EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf), Job descriptions are developed for all positions, approved in the hiring department, and authorized by Human Resources. ([Hiring process website](https://www.yosemite.edu/recruitment/hiringprocess/)) Faculty and administrator job descriptions outline the minimum qualifications to apply. (Sample job descriptions)  The screening committee chair is responsible for ensuring that all hiring processes are followed and consistently applied. ([Screening committee chair checklist](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Committee%20Chair%20Checklist%202017.pdf), [role responsibilities](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Roles%20Responsibilitie%20-%20Chair.pdf)) Human Resources engages a Foreign Degree Service to evaluate foreign degrees ensuring that the applicant meets minimum qualifications for the position.  All screening committee members receive EEO training and sign a confidentiality statement. ([role of committee member,](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Roles%20Responsibilities%20-%20Committee%20Member.pdf) [confidentiality statement](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Confidentiality%20Form%20-%202017.pdf)) Human Resources validates each step of the recruitment and screening process leading to a hiring recommendation to the Board of Trustees. ([Recruitment and Hiring Process Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf)[, Confidentiality Statement,](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Confidentiality%20Form%20-%202017.pdf) [BP 7-8058 - Non-Discrimination/EEO](http://www.mjc.edu/general/accreditation/bp_7_8058_nondiscrimination_eeo.pdf)) Human resources verifies the eligibility for employment of all new hires and oversees the background check process prior to the first day of employment. ([BP 7125 - Verification of Eligibility for Employment,](http://www.mjc.edu/general/accreditation/bp_7125_verification_of_eligibility_for_employment.pdf) [BP 7126 - Applicant Background Check](http://www.mjc.edu/general/accreditation/bp_7126_applicant_background_investigation_check.pdf), [BP 7337 - Fingerprinting](http://www.mjc.edu/general/accreditation/bp_7337_fingerprinting.pdf))

All job descriptions include the reporting structure and distinguishing characteristics for the classification. Examples of duties illustrate how each position fits into the mission of the college in how the incumbent serves students or directs services. (sample classified and management job descriptions) Job descriptions and salary schedules for all positions at the College are posted and publicly available on the YCCD HR webpage. (<https://www.yosemite.edu/hr/currentclassifications/>) Board policy 7232 requires each classified and leadership position be reviewed for accuracy at least once every five years. (<https://www.yosemite.edu/trustees/board_policy/7232%20Classification%20Review.pdf>) The review process includes an analysis of the job duties to ensure they are relevant and that the professional qualifications are appropriate. (Classification review docs)

The District oversees all hiring procedures and has established safeguards that ensure they are consistently followed. Human Resources works closely with hiring managers and provides guidance when needed for faculty and staff screening committees throughout the entire recruitment process to ensure that hiring criteria, qualifications, and procedures for selection are understood and consistently applied. Hiring Committee Chairpersons submit all forms to HR at each stage of the screening process, which must be approved before the committee moves to the next step. ([Recruitment and Hiring Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf))

YCCD adopted an EEO Plan June 2015, which transformed the way the District offered EEO and Diversity training to those who participate in the recruitment process. Prior to June 2015, Human Resources trained individual screening committees. ([EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf))  In the first year (2015-2016) the new EEO Plan was implemented, the number of training sessions needed at both colleges and district was underestimated, which led to some restrictions on committee memberships.  In response to this, HR developed an online EEO training module that provides more flexibility to district employees and increase committee membership participation. In January 2017, Human Resources launched online EEO training that is available on demand for any screening committee member. (Email announcement from K Pritchard on 1.19.2017)

MJC collaborated with the fourteen other baccalaureate degree pilot colleges, the California Community Colleges Chancellor’s Office, the Academic Senate of California Community College, and the Accrediting Commission for Community and Junior Colleges in determining the minimum qualification for faculty teaching in the Respiratory Care Baccalaureate Degree Program. It was determined that the minimum qualifications for faculty teaching upper division courses leading to a baccalaureate degree must possess a degree at least one level above the baccalaureate.(RCBD Sub change page 25) The staffing for the Respiratory Care Baccalaureate Degree Program is largely regulated by the Commission on Accreditation of Respiratory Care (CoARC). (CoARC accreditation letter, [CoARC website](http://www.coarc.com/)) The Dean of Allied Health and YCCD Human Resources will ensure that faculty assigned to teach upper division general education courses in the Respiratory Care Baccalaureate Degree Program meet the minimum qualifications.

Analysis and Evaluation:

Human Resources oversees the recruitment process for all personnel and provides safeguards to ensure that this standard is met. [(Recruitment and Hiring Process Doc,](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf) [BP 7-8058 - Non-Discrimination/EEO](http://www.mjc.edu/general/accreditation/bp_7_8058_nondiscrimination_eeo.pdf), [Confidentiality Statement](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Confidentiality%20Form%20-%202017.pdf), [EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf)) Human Resources oversees each hiring process with multiple points of approval throughout the process. Diversity of screening committees remains a best practice for YCCD, and efforts are made to ensure membership includes current administrators, faculty and staff from variable ethnicity backgrounds and genders.

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

**Standard III.A.2**

*Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Evidence of Meeting the Standard:

1. The college demonstrates that it has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter.

2. The college has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire.

3. All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment.

MJC strives to hire the most qualified faculty for all open positions. To be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement in accordance with state law and Board policy. ([Title 5 Sections 53400](https://govt.westlaw.com/calregs/Document/I789AB530D48411DEBC02831C6D6C108E?originationContext=Search+Result&listSource=Search&viewType=FullText&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000015b1bddeb8e5439ab97%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&rank=1&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&contextData=(sc.Search)&t_T1=5&t_T2=53400&t_S1=CA+ADC+s)-[53430](https://govt.westlaw.com/calregs/Document/I82FACE20D48411DEBC02831C6D6C108E?originationContext=Search+Result&listSource=Search&viewType=FullText&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000015b1be075ff5439abf5%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&rank=1&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&contextData=(sc.Search)&t_T1=5&t_T2=53430&t_S1=CA+ADC+s), [Min quals document](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf), [Equivalency website](https://www.yosemite.edu/recruitment/equivalency_policy_and_procedures), forms <https://www.yosemite.edu/recruitment/Equivalency_Masters_revised_Nov_17_2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency_No_Masters%20Required_revised_Nov_17_2015.pdf>, <https://www.yosemite.edu/recruitment/Equivalency_BA_or_AA_revised_Nov_17_2015.pdf> ) The minimum qualifications for faculty and administrators in California Community Colleges have been established by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for California Community Colleges. ([min quals doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf)) Applicants who do not meet the minimum qualifications for a faculty position may apply for equivalency in accordance with regulations per the process outlined in Board policy. ([CCR Title 5 Section 53430](https://govt.westlaw.com/calregs/Document/I82FACE20D48411DEBC02831C6D6C108E?originationContext=Search+Result&listSource=Search&viewType=FullText&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000015b1be075ff5439abf5%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&rank=1&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&contextData=(sc.Search)&t_T1=5&t_T2=53430&t_S1=CA+ADC+s), [Ed Code 87359](http://codes.findlaw.com/ca/education-code/edc-sect-87359.html), [BP 7211](https://www.yosemite.edu/trustees/board_policy/7211%20Faculty%20Service%20Areas%20Minimum%20Qualifications%20and%20Equivalencies.pdf))

The YCCD Faculty Hiring Procedures document describes the process for hiring a faculty member, including the philosophy, criteria, equivalency procedures, and role of the screening committee for full-time and part-time faculty. (<https://www.yosemite.edu/recruitment/hiringprocess/Contract%20Faculty%20Hiring%20Procedures%20Revision%20Final%20HR.pdf>) Job announcements for faculty positions include a job description summary denoting that part of the teaching assignment may be online, although no faculty are required to teach online as part of their regular contractual load ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf)). The preferred qualifications and desirable characteristics sections highlight effective integration into teaching and willingness to experiment with teaching methods. ([Math job announcement](http://www.mjc.edu/general/accreditation/mathjobannouncement.pdf), [nursing job announcement](http://www.mjc.edu/general/accreditation/nursingjobannoucement.pdf)) Faculty job descriptions also include the responsibility of curriculum oversight and student learning outcomes assessment. (Need evidence – job descriptions)

First level faculty interviews include a teaching demonstration that provides opportunity for candidates to demonstrate how they incorporate new technologies into the classroom, whether it be on campus or online. Second level interviews of faculty include questions about incorporation of instructional technology into the teaching and learning environment providing opportunity for candidates to share their distance education teaching experience. (Second level interview question samples 2015 and 2016) Many departments that offer distance education courses include faculty with online teaching experience on the screening committee.

The College has an effective selection process that ensures content area expertise when hiring for faculty positions. All faculty position screening committees must include no fewer than two faculty which are approved by the Academic Senate. The application materials submitted by each candidate for faculty positions are reviewed by the screening committee members and ranked to determine the selection of candidates for interview. ([Recruitment and Hiring Process Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf)) First level interviews for faculty positions include a teaching demonstration and questions designed to gauge the capacity of the candidate to fulfil the broad range of responsibilities, which may include online instruction, needed within their discipline. (Sample interview questions, teaching demonstration samples) Questions also serve to measure experience in the areas of curriculum development and review and assessment of learning. (Second level interview questions)

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

4. The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master’s degree (or academic credentials at least one level higher than a baccalaureate degree) or doctoral degree, in an appropriate discipline.

Faculty teaching baccalaureate level courses associated with the major and general education pattern of the Respiratory Care Baccalaureate Degree Program are required to hold a degree one level above the baccalaureate. (RCBD Sub change page 25)

Analysis and Evaluation:

Modesto Junior College is successful in hiring and retaining highly qualified faculty. Job announcements delineate the required qualifications and the broad recruitment and rigorous processes for selecting candidates facilitates hiring faculty that contribute to the mission of the College. ([BP 7211](https://www.yosemite.edu/trustees/board_policy/7211%20Faculty%20Service%20Areas%20Minimum%20Qualifications%20and%20Equivalencies.pdf), [BP 7-8047](https://www.yosemite.edu/trustees/board_policy/7-8047%20Staffing%20Academic%20Positions.pdf), job announcements) Through the application and interview process, faculty candidates provide evidence of their sensitivity to and understanding of a diverse community college population. (Sample interview questions) MJC is proud of the long tenure of many faculty members and strives to continue the tradition of exceptional faculty through robust and consistent recruitment and hiring processes. (Faculty list from back of catalog)

**Standard III.A.3**

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

Evidence of Meeting the Standard:

1. The institution demonstrates that it has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

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

Academic administrator job descriptions include the minimum qualifications or the equivalent, as required. ([CCR Title 5 Section 53420](https://govt.westlaw.com/calregs/Document/I82A0A030D48411DEBC02831C6D6C108E?originationContext=Search+Result&listSource=Search&viewType=FullText&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad600240000015b1bf4d8295439ae6c%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&rank=1&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&contextData=(sc.Search)&t_T1=5&t_T2=53420&t_S1=CA+ADC+s), [Minimum Quals Doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf), j[ob descriptions](https://www.yosemite.edu/hr/currentclassifications/management), [BP 7250](https://www.yosemite.edu/trustees/board_policy/7250%20Educational%20Administrators.pdf), [BP 7211](https://www.yosemite.edu/trustees/board_policy/7211%20Faculty%20Service%20Areas%20Minimum%20Qualifications%20and%20Equivalencies.pdf)) Related experience and desired qualifications that are above minimum qualifications are presented in the job announcement. (Job announcements) Hiring managers develop job descriptions for classified managers in consultation with Human Resources as outlined in Board policy. [(BP 7-8037](https://www.yosemite.edu/trustees/board_policy/7-8037%20Duties%20of%20Employees.pdf), [BP 7260](https://www.yosemite.edu/trustees/board_policy/7260%20Classified%20Supervisors%20and%20Managers.pdf)) The qualifications in relation to education, experience, and technical job knowledge are described in the job announcement for each position. (Job description classified manager, job announcement for same) Most classified manager positions require at minimum a bachelor’s degree and experience criteria aligned with the responsibilities of the position.

The job descriptions for each classified staff position reflect the position requirements and responsibilities. ([Staff job descriptions](https://www.yosemite.edu/hr/currentclassifications/classified)) Human Resources establishes classified professional qualifications by matching the position requirements and responsibilities to industry standards. Job descriptions and announcements include education and experience requirements, knowledge and abilities required by the position, and information regarding the working conditions, physical demands related to the position. Required documents for the application package are clearly defined in the announcement. (sample announcement)

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

Analysis and Evaluation:

Academic administrative, classified management, and classified staff positions have a uniform job design to ensure the qualifications necessary to perform the duties required to support institutional effectiveness and academic quality have been identified. Classified staff and administrative job descriptions include the following: Definition, Distinguishing Characteristics, Supervision received and exercised, Duties and Responsibilities, Typical working conditions and Minimum Qualifications. The knowledge and ability requirements listed under Minimum Qualifications represent the essential duties of the position. Human Resources makes each job description accessible via the District’s website. (HR website with position descriptions [Classified,](https://www.yosemite.edu/hr/currentclassifications/classified)[Management](https://www.yosemite.edu/hr/currentclassifications/management))

The hiring process is well documented and includes verification of recommendations at multiple steps to ensure the process was implemented with integrity.

**Standard III.A.4**

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

Evidence of Meeting the Standard:

1. The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel.

2. Degrees from non-U.S. institutions are validated for equivalency.

The hiring process ensures that College administrators and other employees possess the qualifications related to identified duties that are required to sustain institutional effectiveness and academic quality. The minimum qualifications for all positions describe both the required and desired education credentials. Applicants for positions requiring higher education degrees are required to provide transcripts that note degree conferral. Unofficial transcripts may be submitted at the time of application and are reviewed by the screening committee. ([Recruitment and Hiring Process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf)) Individuals submitting college or university coursework or degrees from an institution outside of the United States must obtain a complete evaluation of foreign transcripts and degrees  through a U.S. foreign transcript evaluation agency. (Evidence of this process -- HR?) 

Analysis and Evaluation:

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

**Standard III.A.5**

*The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Evidence of Meeting the Standard:

1. The college has a process in place to ensure that evaluations lead to improvement of job performance.

2. The college demonstrates that performance evaluations are completed on a regular basis.

3. Evaluation criteria accurately measure the effectiveness of personnel in performing their duties.

The Yosemite Community College District systematically evaluates employees in each of its constituent groups including faculty, classified staff, and administrators at regular intervals. ([YFA Contract,](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf) [CSEA Contract eval section](http://www.mjc.edu/general/accreditation/cseaevalsection.pdf),[LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf), [BP 7150 (Evaluation](http://www.mjc.edu/general/accreditation/bp_7150_evaluation.pdf), [BP 2435](https://www.yosemite.edu/trustees/board_policy/2435%20Evaluation%20of%20the%20Chancellor.pdf)) The evaluation process is the formal method of recording job performance and is maintained in the personnel file at Human Resources. The performance evaluation process includes discussion between supervisor and employee regarding job performance strengths, expectations, and areas where improvement may be needed. Managers develop measurable criteria with the employee being evaluated, against which progress can be measured. The process also incorporates measurable criteria for effectively assessing an employee’s work performance in relation to maintaining institutional effectiveness. Evaluation forms for all employees are published on HR webpage. ([BP 3225](https://www.yosemite.edu/trustees/board_policy/3225%20Institutional%20Effectiveness.pdf), [CEO Evaluation, Process and Timeline](http://www.mjc.edu/general/accreditation/ceoevaluationprocesstimeline.pdf), Evaluation forms CSEA, Faculty, Admin)

Faculty evaluation includes observation by peers and deans. Procedures for the evaluation of faculty are detailed in Articles 6 and 7 and Appendix C of the YFA/YCCD Contract (<https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf> , p 14 - 23) Classified professionals are evaluated by direct managers, following the guidelines of the CSEA Local 420/District Agreement. (CSEA Chapter 420 Contract: <https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf> ) Guidelines for the evaluation of management employees are outlined in the YCCD Leadership Team Handbook (LTAC Handbook 2015:) <https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf> , p. 18 – 20)

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

Processes and procedures are in place for all permanent personnel within the District to ensure the regular cycle of performance evaluation. The evaluation tools consist of forms for evaluation and performance appraisal, peer evaluation, self-evaluation, goal setting, and performance improvement plans.  Each process for performance evaluation was established in compliance with YCCD policy and these processes vary by employee group. ([BP 7150 (Evaluation](http://www.mjc.edu/general/accreditation/bp_7150_evaluation.pdf), [as above, these should be the eval articles and not the entire document] [LTAC handbook](http://mjc.edu/general/accreditation/ltac_handbook_2015.pdf) [CSEA Contract](http://www.mjc.edu/general/accreditation/cseaevalsection.pdf), [YFA Contract](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf))

* Mangers evaluate classified employees twice during their probationary first year and bi-annually during the rest of their employment. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Classified%20Performance%20Evaluation%204-11-17.pdf>) When improvement is warranted, managers and employees agree on goals, documented in a Performance Improvement Plan. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Classified%20Performance%20Improvement.pdf>)
* Administrators set measureable goals with their supervisor every year. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20New%20Eval%20Forms_Performance%20Appraisal_fillable.pdf>) They receive a comprehensive job performance evaluation every two years. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20Eval-Measurable%20Goals-Annual.pdf>) In addition to regular evaluation from their supervisor, managers also receive an evaluation from their peers every four years. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/lt_eval%20forms_evaluation%20survey_4th_year.pdf>)
* New faculty members are evaluated each semester during their first two years, then annually for the next two as part of a thorough process of earning tenure. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/First%20Year%20Faculty%20Probationary%20Eval.pdf>; <https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/First%20Year%20Faculty%20Probationary%20Eval.pdf>; <https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/4th%20year%20faculty%20evaluation%203-13-17.pdf>) Tenured faculty are evaluated every three years. Adjunct faculty are evaluated every six semesters of instruction. (<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Adjunct%20Faculty%20Eval.pdf> ) Faculty teaching distance education courses are evaluated for effectiveness in teaching online as part of the performance evaluation. (Online faculty evaluation/observation form) When indicated, an improvement plan may be developed, including specific goals for improvement and timelines for achieving them.

Analysis and Evaluation:

The YCCD HR Office assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. ([BP 7150 (Evaluation](http://www.mjc.edu/general/accreditation/bp_7150_evaluation.pdf)) Through the negotiations process, each constituent group has participated in discussions with District representatives to review performance evaluation methods. (evidence of process) Discussions have led to the incorporation of methods to measure how well performance helps maintain or increase institutional effectiveness.  These discussions have resulted in process improvement through the creation of new evaluation tools and timelines.  ([CSEA](https://www.mjc.edu/general/accreditation/documents/evidence_1_cseacontract.pdf) and [YFA Contract](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf), [LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf), evaluation forms for all groups) The governing Board has established policy delineating the process of evaluation of the Chancellor. ([BP 2435](https://www.yosemite.edu/trustees/board_policy/2435%20Evaluation%20of%20the%20Chancellor.pdf))

Employee performance evaluation provides opportunity for employee and supervisor discussion of effectiveness in job performance and is therefore a valuable process designed to encourage improvement. When performance evaluation identifies areas requiring improvement, follow-up is timely and in accordance with established process. All personal evaluations are documented and retained in the employee personnel file in Human Resources, including follow-up plans for improvement. ([CSEA PIP](https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/Classified%20Performance%20Improvement.pdf), [BP 7150 (Evaluation](http://www.mjc.edu/general/accreditation/bp_7150_evaluation.pdf), [CSEA](http://www.mjc.edu/general/accreditation/cseaevalsection.pdf) & [YFA Contract](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf) evaluation sections, [LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf))

**Standard III.A.6**

*The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

Evidence of Meeting the Standard:

1. The evaluation process leads faculty to improve teaching methods and plans to improve learning.

2. Evaluative instruments, where appropriate, include evidence of engagement with student learning outcomes.

The first level of evaluation of the use of assessment of learning outcomes to improve teaching and learning occurs within the Program Review process. The Program Review includes a reflection on the department’s assessment results and progress toward increasing learning outcomes through improvements made as a result of the regular cycle of assessment evaluation. (PR cycle, OAW website, sample pR with strong reflection narrative)

Is this all correct and ratified?: Yosemite Community College District is currently negotiating the faculty evaluation process and forms with the faculty union, Yosemite Faculty Association.  The parties reached a tentative agreement on January 17, 2017, which will require adoption through the ratification process. As part of that agreement, a component to assess Student Learning Outcomes was added to the faculty evaluation process. (Faculty Self Evaluation Form, Appendix C) The academic administrator conducting the faculty evaluation will use the faculty member’s self-evaluation input in framing the evaluation discussion on assessment of Student Learning Outcomes and improvements to the teaching processes leading to increased student learning. The discussion may include department level conversations focused on student learning outcomes assessment, Program Review, and Program Learning Outcome analysis and evaluation leading to program improvement. Faculty teaching distance education courses are evaluated using the same process as faculty teaching in the traditional classroom. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf))

College administrators are evaluated on student learning outcomes as it relates to their role in using data analysis to assess learning outcomes to support improvement in teaching and learning for program improvement. ( YCCD Leadership Team Job Performance Appraisal Form #22)<https://www.yosemite.edu/hr/employeeforms/evaluation_forms/evaluations_forms/LT%20New%20Eval%20Forms_Performance%20Appraisal_fillable.pdf>].

Analysis and Evaluation:

The Yosemite Faculty Association (YFA) contract with the YCCD delineates the professional responsibilities of faculty members and outlines processes of evaluation to measure how they are fulfilling their responsibilities. Pending ratification by the faculty union, faculty evaluation will include a self- evaluation that addresses assessment of Student Learning Outcomes and improvements to the teaching processes and student learning. Detail on improvements to instructional programs based on evaluation of outcomes assessment is fully presented in Standard II.A.16. College administrators who are directly responsible for student learning are evaluated on how well they use the learning outcomes assessment results to improve teaching and learning.

**Standard III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Evidence of Meeting the Standard:

1. The institution demonstrates that it has the appropriate staffing levels for each program and service.

Modesto Junior College’s faculty is of sufficient size to support the educational programs and student support programs of the institution. The District requires all faculty to meet the discipline standards as outlined in the Minimum Qualifications for Faculty and Administrators document. ([Min Quals doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf)) The faculty is comprised of full and part time employees meeting the minimum qualifications of education and experience established by the California Community Colleges Chancellor’s Office. ([min quals doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf), [faculty job announcements](https://yosemite.peopleadmin.com/postings/search?utf8=%E2%9C%93&query=&query_v0_posted_at_date=&1055=&query_organizational_tier_3_id=any&query_position_type_id=2&938=&commit=Search)) The College has developed a Faculty Hiring Prioritization Process which relies on Program Review and assessment to inform the proposals from the Divisions. ([Faculty Hiring Process Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process.pdf)) The Faculty Hiring Prioritization Process is inclusive of vacancies due to retirement and resignation, mid-year departures, and growth positions.

Once approved by College Council, the Faculty Hiring Prioritization list is forwarded to the President. The President confers with the Chancellor’s Cabinet in determining the number of faculty positions that can be hired based on the College’s financial position, the Faculty Obligation Number, and the opportunity for District growth. When the President made adjustments to the faculty hiring priorities received from College Council in 2014, she communicated it to the College and Academic Senate including the data informing her decision. ([Academic Senate minutes 12.11.14](http://www.mjc.edu/governance/academicsenate/2014_approved_academic_senate_mtg_minutes_dec_11.pdf), [President’s Prioritized Faculty Hiring List](http://www.mjc.edu/governance/academicsenate/presidents_ranking_discussed_at_college_council.pdf) )

MJC has at least one full time faculty member in each of the educational programs offered. All full time faculty have been determined to meet or exceed the state minimum qualifications for teaching in the community college. ([Min Quals doc](http://mjc.edu/general/accreditation/minimum_quals_cccco_2016.pdf))  In both transfer and Career Technical Education programs, full time faculty are augmented with part time faculty to meet student demand for class sections. Many of the adjunct faculty are employed in their field of expertise providing an opportunity for students to engage with current practitioners in a number of disciplines.

The District seeks to attract and hire highly qualified faculty for part time and full time positions. To this end, the salary schedule, developed using a set of cohort colleges and interest-based discussion, is subject to collective bargaining. As a result, salaries are competitive and the benefits package is attractive. ([Faculty salary schedule](https://www.yosemite.edu/hr/employeeforms/salaray_schedules/))

(narrative about the FON chart here)

FON/75-25 Chart from Shawna Dean.

2. There is at least one full-time faculty member assigned to the baccalaureate program.

As of May, 2017, the Baccalaureate Degree in Respiratory Care was in active recruitment for a full-time faculty member to teach in the baccalaureate program. (job announcement) In addition to the new instructor, the program was developed by full-time MJC faculty in the respiratory care, speech, philosophy, and sociology disciplines. The majority of the program courses will be taught by full-time faculty. (fall class schedule)  
  
Analysis and Evaluation:

The state of California has a longstanding goal that at least 75 percent of the hours of credit instruction in the California Community College system should be taught by full-time instructors.  MJC has made some progress toward meeting this goal. (Evidence?) The full-time faculty number includes counselors and librarians. The College has continually met the FON benchmark. Replacement and expansion positions are carefully determined and documented to support the College mission and academic programs.

As of spring semester, 2017, MJC employed 173 full time faculty and 389 part-time (adjunct) faculty. The District requires all faculty to meet the discipline standards as outlined in the 10th edition of Minimum Qualifications for Faculty and Administrators adopted by the Board of Governors in 2013-14.  While most disciplines require a Master’s degree, 19% of full-time faculty hold Doctoral degrees.  In addition, 34 career technical education faculty hold advanced Master’s degrees and four hold Doctoral degrees.

**Standard III.A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard:

1. The institution has policies and practices demonstrating that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations and are engaged in key academic processes.

YCCD and MJC value the contributions of part time and adjunct faculty and work to integrate adjunct instructors into the life of the institution. ([Senate membership](https://www.mjc.edu/governance/academicsenate/documents/academic_senate_membership_november_29_2016.pdf), YFA board membership, Participant list from Great Teacher’s REtreat, Division meeting invites, FLEX) Upon Board approval, part-time and adjunct faculty are invited to attend Human Resources New Employee Orientation. (Sample email) The orientation includes an overview of policies and practices for the District.  (New employee orientation PowerPoint) To further support part time and adjunct faculty, MJC holds an Adjunct Orientation at the beginning of the semester. This event is coordinated by the Yosemite Faculty Association, and is presented by union leadership, Academic Senate, and the Vice President of Instruction. Orientation topics include the evaluation process, resources, and the faculty contract. (Adjunct orientation meeting information from Brenda Thames or Sarah Curl) An academic dean in the discipline in which each part time faculty member teaches provides oversight and leads the employee performance evaluation process. ([YFA Contract](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf) section on evaluation)

As outlined in Standard III.A.5, the YCCD has established evaluation processes for part time and adjunct faculty. The evaluation process provides a formal method to evaluate and document job performance and provides a venue for discussion of strengths and areas for growth leading to improved teaching. Part time and adjunct faculty are evaluated at least once during the first semester of employment and then at least once every three academic years thereafter. The YCCD and Yosemite Faculty Association recently drafted a tentative agreement that provides clarity regarding adjunct evaluation processes. ([YFA Contract](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf), Article 7)

Professional development is valued and encouraged at the College. The District publishes guidelines that help full- and part-time faculty access professional development opportunities. (<https://www.yosemite.edu/hr/employeeforms/employee_forms/request_for_professional_improvement_activity.pdf>)

Part time and adjunct faculty are encouraged to attend Institute Day and Flex activities along with full-time faculty to engage in professional development opportunities. (Institute Day emails, Flex announcements, division meeting agendas with Flex announcements or discussions; online training invitations) Through participation in these activities, adjunct faculty receive credit toward their flex requirement. Part time faculty are invited, but not required, to attend College-wide and division meetings and to participate in professional development workshops offered throughout the year. Part time and adjunct faculty can avail themselves of the professional development programs outlined in Standard III.A.14. ([YCCD - YFA Approved Guidelines for Professional Improvement Requests](https://www.yosemite.edu/hr/employeeforms/employee_forms/request_for_professional_improvement_activity.pdf))

Analysis and Evaluation:

Part time and adjunct faculty are integrated into the life of the institution and provided orientation, oversight, and professional development opportunities. All District employees, including part time faculty, undergo a regular cycle of employee performance evaluation. ([YFA Contact evaluation section](http://www.mjc.edu/general/accreditation/yfacontractevalsection.pdf)). New and returning adjunct faculty are encouraged to participate in Adjunct Orientation and division meetings. Part time and adjunct faculty are invited to engage in a variety of professional development activities including online faculty training offered by the Distance Education Department which offers certificates in online teaching and master online teaching. (DE website, invitation from MS re training) Part time faculty were encouraged to attend the Great Teachers’ Retreats held summer of 2015 and summer of 2016 where they participated in workshops, department workgroups, networking opportunities with colleagues, and heard nationally renowned speakers. ([Great Teachers’ retreat agenda](http://www.mjc.edu/general/accreditation/documents/great_teacher_retreat_2015.pdf), participant list)

**Standard III.A.9**

*The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard:

1. The institution has policies and practices to determine the appropriate number and qualifications for support personnel.

As of the spring 2017 semester, Modesto Junior College had 269 full-time classified employees and 11 part-time classified employees.

[INSERT STAFFING CHART FROM HR]

The District has established processes for filling temporary and permanent full-time and part-time positions to ensure MJC employs a sufficient number of classified staff with appropriate qualifications to support the effective operation of the college. ([Recruitment and Hiring Process Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf), [Temp out of class recruitment process](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/Temporary%20Out%20of%20Class%20Recruitment%20Guidelines.pdf), [temp out of class form](https://www.yosemite.edu/hr/employeeforms/employee_forms/Request%20Temp%20Out%20of%20Class%204-25-16.pdf)) Temporary position vacancies are advertised to all employees, providing opportunity for professional growth for applicants selected to work out of class for a period not to exceed 90 days. (Temporary form and announcement) Permanent position job openings are announced to all employees and advertised externally in accordance with YCCD recruitment practices. ([Recruitment and HIring PRocess Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf), Classified Job Announcement, Screenshot from CCRegistry of staff openings) All new classified employees participate in a YCCD new employee orientation to prepare them in the operations and processes of the District. (New Employee Orientation outline)

The need for additional classified employee positions is identified through the Program Review process and through institutional planning including the Student Success and Support Program Plan and the Student Equity Plan. (PR Sample, SSSP, SEP) Program Review includes a section where staffing needs are presented in narrative and a request for human resources is proposed. (PR with staff request) Following the economic downturn, money was restored to community colleges in the California system through new funding streams including Student Success, Student Equity, and the Strong Workforce Initiative. Each of these funding streams has specific parameters for expenditures including the types of positions that can be supported with the new resources. (SSSP rules, SEP Rules, SWP rules) The College has developed and filled new positions funded by these restricted budgets that increase student support services and the administrative capacity of the institution. (Success Specialist job description, [Research analyst](https://www.yosemite.edu/hr/currentclassifications/classified_files/college_research_analyst.pdf))

The qualifications for each position posted for recruitment are directly tied to the distinguishing characteristics and examples of duties presented in the job description. (Sample job descriptions CSEA) The Human Resources Office establishes hiring criteria by matching position duties and responsibilities to industry standards. YCCD has established practices to ensure that knowledge and abilities for each position are closely matched to specific job requirements and meet the needs of the program area to support student success. (Evidence?) Hiring screening committees review all applications and score the position qualifications related to education and experience to ensure new personnel possess the necessary skills and knowledge required to support the educational, technological, and administrative operations of the institution. ([Recruitment & Hiring process doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf))

The College values the contributions of its classified professional employees and provides training to help them maintain current skills. The Disney Institute came for a full day of training in service practices to all YCCD classified professionals in August, 2016. (Disney Training Agenda) Managers are tasked with providing ongoing service training to staff members in their units. (Disney Training Modules 1 & 2) When Financial Aid and Enrollment Services technicians were reclassified to become Student Services Representatives (SSRs), providing comprehensive assistance to students, the directors of Financial Aid and Enrollment Services developed targeted training for the new group to cross-train them in all technical service areas. (SSR Training Outlines)

Analysis and Evaluation:

The Yosemite Community College District has a sufficient number of employees to support the institution’s mission and purposes. In addition to developing an appropriate staffing allocation, the College has an interest in increasing institutional effectiveness and productivity and relies on Program Review and College planning processes to determine hiring needs. Each retirement or other vacancy is carefully considered for replacement or reorganization ensuring that essential positions are filled which support the institution’s mission and purpose.

The District has completed the first round of classification reviews to ensure that work is properly aligned with the classification. (Evidence - email to KP 2.14.17) The District is engaged in the process of updating job descriptions for functional areas to ensure consistency and accountability across institutions, departments, and service areas. The College provides targeted and ongoing professional development to support best practices in serving students.

**Standard III.A.10**

*The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.*

Evidence of Meeting the Standard

1. The institution has policies and practices to determine the appropriate number, qualifications and organization of administrators.

As of the spring 2017 semester, the College had thirty-six administrators and four confidential employees, including the president, three vice presidents, twelve deans, other academic administrators, and classified managers. The reporting relationships of the institution’s departments, programs, and services are documented in the College organization chart. (([MJC admin org chart](https://www.yosemite.edu/chancellor/1617MJCORGCHARTJULY19.pdf) – NEEDS TO BE UPDATED).  The College engages in a variety of assessment and planning processes to ensure all human resources needs of the institution are met including unit planning, program review, and budget development. (PR samples, budget development timeline and process graphic)

Administrative positions were reduced during the economic downturn and the College reorganized several areas to maintain levels of quality administrative support. (Reorg of Aux Services, combination of PRHE with Allied Health and FCS) In the last few years, the College evaluated the needs of new statewide initiatives, including additional management of personnel, implementation of new programs, and additional budget oversight. Leaders carefully considered how to meet added administrative demands and identified ways to reassign duties in some areas and other areas that required new administrators. (documentation – West Campus Dean; new positions – [Basic Skills Director Job Description](https://www.yosemite.edu/hr/currentclassifications/management_files/director_of_basic_skills_-_mjc.pdf), [Director of Access, Retention, & Student Success](https://www.yosemite.edu/hr/currentclassifications/management_files/director_of_student_access_retention_and_support_services.pdf), [Dean of Institutional Effectiveness](https://www.yosemite.edu/hr/currentclassifications/management_files/Dean%20of%20Institutional%20Effectiveness.pdf); Director of Career Services)

Administrative positions are regularly reviewed in relation to the needs of the College. When vacancies occur, the President and Vice Presidents confer to assess the needs of the departments affected prior to moving forward with recruitment. Job descriptions and desired qualifications are reviewed and updated as needed by benchmarking with Columbia College and similar positions in other community college districts. New positions evolve through processes of strategic planning and reorganization of administrative units. In 2015, MJC established the Office of College Research including a director and research analyst to support the institution’s mission and purposes. (Job descriptions, Board action of hires) The department is funded through multiple sources including student success and equity funding streams in alignment with the College’s plans to increase student success and decrease achievement gaps across student groups. (SSSP, SEP, ATD plans) The Office of College Research was established to address the growing need for disaggregated student data on student learning and achievement and provides data and analysis that informs decision-making at the depart, division, and institution level. (link to Research website) In spring 2017, the addition of the administrative responsibility of the Strong Workforce Program (SWP) increased the institution’s need for data collection and reporting. (SWP website)  To meet the requirements of the SWP and to increase institutional access to and informed use of data in decision-making, a dean of institutional effectiveness position was developed. ([Job description dean of IE](https://www.yosemite.edu/hr/currentclassifications/management_files/Dean%20of%20Institutional%20Effectiveness.pdf))

Analysis and Evaluation:

Modesto Junior College has a full complement of administrators and is in compliance with ER 8.  In recent years, the number of administrators has increased in order to provide greater support for institutional effectiveness and student equity, and to provide greater oversight of emerging state mandates in student services. (Job descriptions [Director Basic Skills](https://www.yosemite.edu/hr/currentclassifications/management_files/director_of_basic_skills_-_mjc.pdf), [Director Access](https://www.yosemite.edu/hr/currentclassifications/management_files/director_of_student_access_retention_and_support_services.pdf), [Director College Research](https://www.yosemite.edu/hr/currentclassifications/management_files/director_of_college_research_and_institutional_effectiveness_-_mjc.pdf), [Dean of Institutional Effectiveness](https://www.yosemite.edu/hr/currentclassifications/management_files/Dean%20of%20Institutional%20Effectiveness.pdf))

**Standard III.A.11**

*The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.*

Evidence of Meeting the Standard:

1. The institution ensures that it administers its personnel policies and procedures consistently and equitably.

2. The institution regularly reviews and, if necessary, revises its personnel policies.

3. The institution publicizes its personnel policies.

Yosemite Community College District subscribes to the Community College League of California’s Policy and Procedure Services. ([CCLC link](http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312)) Recommendations for policy revision and new policy documents are often initiated by the Community College League of California (CCLC) legal updates. Additionally, new policy proposals and suggested revisions from external or internal requests can be considered during the annual review period. ([P&P document)](https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf)  The District’s Public Affairs Department within the Chancellor’s Office oversees the policy and procedure development and review process for the District. ([YCCD Board policy website](https://www.yosemite.edu/trustees/boardpolicy))

Human Resources serves as the subject matter expert for all personnel related policies. The District has adopted Board Policies and Procedures that ensure fairness and compliance in employment practices and Human Resource related matters. All written personnel policies and procedures are published in the Board Policy web page. (<https://www.yosemite.edu/trustees/boardpolicy#HR>) Personnel policies are reviewed on the six-year comprehensive review cycle along with all YCCD policies. (<https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf>, p. 3) Personnel policies include:

* Nondiscrimination ([BP 3410](https://www.yosemite.edu/trustees/board_policy/3410%20Nondiscrimination.pdf))
* Equal Employment Opportunity ([3420](https://www.yosemite.edu/trustees/board_policy/3420%20Equal%20Employment%20Opportunity.pdf))
* Prohibition of Harassment ([3430](https://www.yosemite.edu/trustees/board_policy/3430%20Prohibition%20of%20Harassment.pdf))
* Commitment to Diversity ([BP 7100)](http://www.mjc.edu/general/accreditation/bp_7100_commitment_to_diversity.pdf)
* Recruitment and Hiring ([BP 7120 - Recruitment and Hiring](http://www.mjc.edu/general/accreditation/bp_7120_recruitment_and_hiring.pdf))

The Yosemite Community College District Equal Employment Opportunity Plan was adopted in June 2015 to delineate the District’s commitment to equal employment opportunities. ([EEO Plan](https://www.yosemite.edu/hr/employeeforms/employee_forms/YCCD%20EEO%20Plan%202015.pdf)) Principles of the plan, including requisite training for all hiring screening committee participants, are built into the hiring procedures. ([Recruitment & Hiring process doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf)) Requiring a secured login, the hiring process website includes written guidelines and forms to ensure fairness, consistency, and equity in the selection of new employees. ([Hiring process website](https://www.yosemite.edu/recruitment/hiringprocess/))

Fairness, consistency, and equity are further supported by clear guidelines found within the collective bargaining agreements and the Leadership Team Handbook. ([CSEA Contract,](https://www.mjc.edu/general/accreditation/documents/evidence_1_cseacontract.pdf) [YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf), [LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf)) Such matters as evaluation, grievance, and working conditions are delineated in these documents and made available to the general public for review. ([Link to HR document site](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/))

Analysis and Evaluation:

The District’s Policies and Procedures are available on the YCCD website. ([BP Website](https://www.yosemite.edu/trustees/boardpolicy)) The website provides detailed information on the policy and procedure review process. ([P&P document)](https://www.yosemite.edu/trustees/board_policy/YCCD%20Board%20Policies%20and%20Administrative%20Procedures%20Description%20Document.pdf)  Human Resources ensures that new and revised policies and procedures are updated when developing and editing contract and handbook language. New employees are informed and provided with bargaining unit contracts and handbooks as well as District Policies and Procedures during the onboarding process, which is held monthly following each Board of Trustees meeting.

Human Resources facilitates training sessions cover topics such as bargaining unit contract and handbook guidelines, board policy and procedure, diversity and EEO compliance.  Human Resources offers and facilitates on-site staff training for legally mandated topics such as harassment awareness training. (Training announcement)  It partners with Liebert, Cassidy and Whitmore to offer on-site training and online webinars. (LCW webinar invites) Beginning in spring 2017, employees may complete required EEO training via an online, self-paced module.

**Standard III.A.12**

*Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard:

1. The institution’s policies and practices promote an understanding of equity and diversity.

2. The institution regularly evaluates these policies and practices to assure they are effective.

3. The institution has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services.

4. The institution tracks and analyzes its employment equity record.

5. The institution ensures that its personnel and students are treated fairly.

The Yosemite Community College District (YCCD) Equal Employment Opportunity (EEO) Plan was adopted by the governing board on June 10, 2015. ([EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf)) The EEO Plan reflects the district’s commitment to equal employment opportunity. ([BP 7100 (Commitment to Diversity](http://www.mjc.edu/general/accreditation/bp_7100_commitment_to_diversity.pdf)) The District takes active and vigorous steps to ensure equal employment opportunity and creates a working and academic environment, which is welcoming to all, to foster diversity and promote excellence. The District follow follows Equal Employment Opportunity in all its hiring procedures, including a commitment that successful candidates demonstrate sensitivity to and ability to work with diverse academic, socioeconomic, cultural and ethnic backgrounds of students, faculty, and staff, including ethnic group identification, national origin, religion, age, gender, sexual orientation, race, color, or physical or mental ability. (Sample interview questions re diversity)

The District demonstrates an understanding and concern for equity and diversity through the policies and practices it has institutionalized. ([BP 7100 (Commitment to Diversity](http://www.mjc.edu/general/accreditation/bp_7100_commitment_to_diversity.pdf))  Training is provided for employees in regard to specific issues of equity and diversity before serving on a hiring screening committee. ([Recruitment and Hiring Process Doc](https://www.yosemite.edu/recruitment/hiringprocess/hiring_process_forms/YCCD%20Recruitment%20Process%202017.pdf)) The Equal Employment Opportunity training for all members of screening committees promotes an understanding of equity and diversity across the institution. [INSERT EVIDENCE – TRAINING BY GINA ON 11/29/16]

Modesto Junior College reflects an appreciation of diversity in the institution’s key planning statements, including itsmission andvalues statements [[Mission, Values]](http://www.mjc.edu/general/accreditation/mjcmissionstatement.pdf).  Diversity is celebrated through numerous campus presentations including speakers, artistic demonstrations, and cultural events.  ([Wes Moore flyer](https://ems.yosemite.edu/MasterCalendar/EventDetails.aspx?data=hHr80o3M7J4ZiDZKbYzc8qBHha%2bKaYBRmzFl5OEsii5VBS3cqg2zFkD6yeegS2Po), [MLK flyer](https://ems.yosemite.edu/MasterCalendar/EventDetails.aspx?data=hHr80o3M7J55bKjPzxYRB9uhKydjNH3LHrDJN7V9vo6im%2fPIXfjzidLnMh04B6vq), [Hispanic Education Conference flyer](http://www.mjc.edu/news/2017hec.php), [Positive People speaker series announcement](http://www.mjc.edu/news/positivepeoplespeakers.php), CEP event announcements)

The District evaluates employment equity and diversity. The YCCD Office of Human Resources utilizes a confidential data sheet to track applicant ethnicity, gender, and disability for all positions. [INSERT EVIDENCE – HR TRACKING SHEET APPLICANTS] Utilizing data on employee demographics, HR prepares annual Equal Employment Opportunity reporting documents. ([EEO Plan 2015](http://www.mjc.edu/general/accreditation/yccd_eeo_plan_2015.pdf)) On a periodic basis, the Board of Trustees reviews the demographic composition of the employee workforce and the applicant pool. ([Board agenda](http://www.mjc.edu/general/accreditation/boardagendajune2016.pdf)/[minutes June 2016](http://www.mjc.edu/general/accreditation/botminutesjune2016.pdf)) District Human Resources collaborates with the Research Office to provide data that evaluates the District’s employment equity and diversity in order to ensure representation from a diverse population.

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Positions at the college are advertised broadly through a variety of avenues such as the district website, publications, state-wide job fairs, and the registry for California Community Colleges. MJC’s Values Statement illustrates the College’s commitment to equity: “. . . We foster respect for and interest in the diverse individuals and histories of our community. . . .” The College tracks and analyzes its employment equity record. In reviewing the demographics of its personnel, the College found that less than 15% of full- and part-time faculty are Hispanic while 48% of MJC students are Hispanic. Faculty groups discussed the disparity with YCCD HR, resulting in contracts with additional personnel sites when recruiting administrators and faculty (Recruitment Websites)

Analysis and Evaluation:

The YCCD Office of Human Resources supports college personnel by providing Equal Employment Opportunity training for all members of screening committees to promote an understanding of equity and diversity.  Recruitment for open positions reaches beyond the local service area to draw highly qualified candidates with diverse backgrounds and perspectives. Administrators attend job fairs to promote positions with the Yosemite Community College District. (SF job fair Jan 2017 from Jennifer ) These efforts have recently resulted in new employees relocating to the Modesto area from out of state.  MJC works diligently to maintain appropriate programs, practices and services that support its diverse personnel and student body.

**Standard III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard:

1. The institution has an approved ethics policy for all of its personnel, which delineates consequences for violation.

Adherence to a professional code of ethics is a value embedded in the institution and can be found as a guiding principle throughout the organization. Setting the tone at the top, the YCCD Board Policy and Procedures provides a written code of ethics, standard of practice, and civility for the Board of Trustees. ([BP 2715](http://www.mjc.edu/general/accreditation/bp_2745_board_self_evaluation.pdf) ([Board Self-Evaluation](http://www.mjc.edu/general/accreditation/2015-2016botselfevaluationtool.pdf)) Leadership Team members use as a guiding document the Association of California Community College Administrators Statement of Ethics.  This statement is included in the Leadership Team Handbook and adherence to this statement is a component of the evaluation of management employees. ([LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf)) The bargaining units provide ethics statements to further uphold professionalism and civility.  Faculty are guided by a Statement of Professional Ethics found as Appendix C-2 of the Faculty Contract. [[Yosemite Faculty Association Faculty Contract Appendix C-2: Statement of Professional Ethics](http://www.mjc.edu/general/accreditation/appendixc2.pdf)] The code consists of five broad major statements pertaining to the principles and conduct faculty are expected to uphold. The classified contract does not include a statement of ethics, but Article 21 insures a safe and civil working environment for all classified staff. [[CSEA Chapter 420 Contract Article 21: Safe and Civil Working Environment](http://www.mjc.edu/general/accreditation/article21.pdf)] Staff members are further guided by the statewide California School Employees Association Code of Ethics, which applies to each CSEA Chapter and all members. [[CSEA Code of Ethics]](http://members.csea.com/memberhome/Portals/830/documents/CSEA%20Code%20of%20Ethics.pdf) Modesto Junior College’s mission, vision, and values statements reflect the institution’s deep-seated commitment to professional and ethical behavior with emphasis on character, cultural awareness, engagement, integrity, civic awareness, and responsible stewardship. ([mission, vision, values](http://www.mjc.edu/governance/index.php))

Analysis and Evaluation:

There is a District wide commitment ensuring that all members of the Yosemite Community College District understand and adhere to professional and ethical standards. (BP 2715) Two of the three employee groups, faculty and administrators, include a statement of ethics in their contract and CSEA includes a statement on their state level website.  The Yosemite Faculty Association contract includes a statement of ethics that is a modified version from the Statement on Professional Ethics adopted by the American Association of University Professors. ([Yosemite Faculty Association Faculty Contract Appendix C-2: Statement of Professional Ethics](http://www.mjc.edu/general/accreditation/appendixc2.pdf)] The Leadership Team handbook includes a section on statement of ethics which states “The YCCD Leadership Team fully supports the Association of California Community College Administrators (ACCCA) Statement of Ethics provided in Appendix A.” ([LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf))

To further promote ethics in the YCCD, the District policy and procedure review committee has recently reviewed and forwarded a recommendation creating an institutional policy which identifies the individual ethics codes described above as the expectation of the District.  The Board approved the policy at their January 2017 meeting [[Ev-jan BOT meeting minutes](http://www.mjc.edu/general/accreditation/jan2017botminutes.pdf)].

**Standard III.A.14**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard:

1. The institution offers professional development programs consistent with its mission.

2. The institution has methods to identify professional development needs of its faculty and other personnel.

3. The college engages in meaningful evaluation of professional development activities and uses results for improvement.

4. The college measures the impact of professional development activities on the improvement of teaching and learning.

The College provides professional development for faculty, staff, and management through a variety of programs coordinated by the College and through the District. Training for managers and staff members are a critical component of effectiveness and, consequently, are mostly mandatory. (Evaluation training, sexual harassment training, annual safety training announcements/flyers)

Full-time faculty members must fulfill a minimum of 28 hours of flex training per year by contract while adjunct faculty are required to fulfill a certain number of flex hours based on the scope of their teaching assignment. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf)) Overload teaching assignments for full-time faculty carry additional flex obligations. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf))  Faculty members account for these professional development hours using the online Flex system; registering for events and describing independent activities and certifying completion thereof. ([Flex website](http://mjc.edu/instruction/office/flex/index.php)] Deans hold faculty members accountable to complete their required flex time each year [Ev-division reports on flex obligation].

The Professional Development Coordinating Committee (PDCC) is a standing committee of the College. The PDCC plans Institute Week to provide all personnel with opportunities for continued professional development. ([Institute week schedules](https://www.mjc.edu/general/accreditation/documents/fall_2013_instituteday.pdf)) Institution-wide discussions of College needs identified professional development as a priority. The MJC Education Master Plan (EMP) includes a specific objective to strengthen professional development that leads to improved student outcomes. (EMP, p. 26) The PDCC is charged with developing a comprehensive professional development plan to identify, track, and evaluate professional development opportunities that align with college priorities.

Institute Day is the highlight event held Friday prior to the start of each fall and spring term. Attendance at these events is strong, with only a skeleton crew remaining in offices to attend to student needs. (Sample sign in sheets) The most recent iteration, in January of 2017, included an all-college introduction to guided pathways and the evidence of their effectiveness in promoting student success and completion. [Ev-agenda] Recent Institute Days have included round table discussions where faculty peer share information from conferences they have attended, sabbatical projects, and innovations in their own classrooms. (Round table topics from fall 16, sp 17) Similarly, before the start of each term, the College hosts an adjunct orientation that provides valuable information and group interaction. The event is consistently well-attended [Ev-rosters last couple].  These orientations provide opportunity for further presentation and discussion of college activities, overviews of new college initiatives, and presentations on the College’s Institutional Self-Evaluation process. (Adjunct orientation sample agendas)

In early August 2016, managers, staff, and faculty leaders joined colleagues at Modesto Junior College engaged in a two-day customer service academy with the Disney Institute [Ev-agendas, attendee lists].  The emphasis of the training was to recognize how everyday interactions with students affect their participation and success.  Outcomes of the training include changes in employee mindset and approach, improvements to the website, and staff and administrators began wearing name tags to more easily identify themselves as representatives of the College and sources of information for students and visitors.

The College has prioritized professional development in its external grants and state-funded initiatives, including Student Equity, SSSP, and Strong Workforce. College faculty and administrators have attended many conferences, including Achieving the Dream, Acceleration conferences, and A2Mend. Results of these professional development opportunities include increased data analysis capacity, development of an accelerated English program, and a support program for students of color. (IEPI goals, Acceleration program, <http://www.mjc.edu/governance/ssec/documents/ssec_minutes_2016oct03.pdf>, p. 4)

On a district level, professional development training sessions are provided to all managers and supervisors. These sessions have included instruction on personnel practices, Title IX, EEO, preventing sexual harassment, performance management, understanding union contracts, conducting investigations, and effective communication. [Ev-calendar of events] The District also conducts an in house leadership academy open to all administrators. [Ev-ad, schedule] This comprehensive, year-long program focuses on developing leaders for the organization to support the Board’s grow your own philosophy.

The District held a retreat for all classified staff on \_\_\_\_.  (Announcement) The day included training on budget overview, fiscal processes, enrollment management practices, accreditation, effective communication, and developing a personal mission and vision.

The District promotes use of the system wide [Professional Learning Network](https://prolearningnetwork.cccco.edu/) (PLN) offered through the California Community College Chancellor's Office. [Ev<https://prolearningnetwork.cccco.edu/>]  It is a full service, one-stop site for professional development, including the ability to have an individual development plan. Training videos on the site show, for instance, how to use the Scorecard, Basic Skills Tracker, Salary Surfer, and other aspects of the Chancellor’s Office Datamart.  A recent addition to the PLN is the free use of Lynda.com for training purposes.

Individual faculty members may apply for and participate in sabbatical leaves as prescribed in the collective bargaining agreement. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf)) In addition, they may, with prior approval, take appropriate courses or conduct independent study and count these activities as professional improvement credit toward salary advancement. [Ev-link to form, used earlier in this standard]

Analysis and Evaluation:

Faculty, classified staff, and administrators are encouraged to participate in formally scheduled professional development activities.(Sample emails and flyers) There are provisions in the collective bargaining agreements for full-time faculty to attend conferences and for sabbatical leaves. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf)) Classified employees are encouraged to participate in relevant training opportunities and have a provision in their collective bargaining agreement to receive release time for taking college classes and for the District to underwrite the cost of those units. [Ev-link to BP and form] District workshops provide managers and supervisors with the training they need to perform their responsibilities as administrators. Further, administrators have access to $1,500 annually for professional development activities. ([LTAC handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf))

MJC continues to value the impact of professional development. It has steadily increased access to training opportunities that contribute to the establishment of effective practices in multiple divisions. The College prioritized the importance of a broad professional development plan through the EMP, including opportunities to share new understandings and evaluate outcomes born of these opportunities. The College will continue to build professional development through an Actionable Improvement Plan that results in a college-wide system of engaging in, reporting on, and measuring the impact of professional development opportunities to be developed and approved by fall, 2018. 

**Standard III.A.15**

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Evidence of Meeting the Standard:

1. The institution has provisions for keeping personnel records secure and confidential.

2. The institution provides employees access to their records.

The YCCD Office of Human Resource maintains the security and confidentiality of personnel files and employee information. ([BP 3310 (Records Retention and Destruction](http://www.mjc.edu/general/accreditation/bp_3310_records_retention_and_destruction.pdf))  Employee personnel files containing paper copies of employment records are kept in fire proof cabinets located in Human Resources which are themselves in a locked room inside an access-controlled building.  HR personnel are responsible for the security and maintenance of these files.  Processes are in place to allow employees access to their personnel file in a secure and confidential environment as required by California Labor Code and Education Code [[California Labor Code 1198.5](http://www.mjc.edu/general/accreditation/laborcode11985.pdf); [California Education Code section 87031](http://www.mjc.edu/general/accreditation/californiaedcode87031.pdf)].

YCCD has adopted policy that governs the treatment and release of confidential information providing additional protection of personnel records. ([BP 7-8038 (Release of Confidential Information](http://www.mjc.edu/general/accreditation/bp_7_8038_release_of_confidential_information.pdf)) The treatment of personnel records is also addressed in the bargaining unit agreements the district holds with the Yosemite Faculty Association and California School Employees Association. ([YFA Contract](http://www.mjc.edu/general/accreditation/documents/yfa_agreement_2015_2016.pdf), p. 23; CSEA Contract, p. 21) The District uses its Ellucian enterprise information system for the storage and maintenance of electronic personnel records and information.  Access to these electronic records is only granted to key personnel based on their area of work, level of expertise, and a need to know basis.  Information Technology has the responsibility and oversight of the request process and requires formal approval by a high level administrator before granting access. [Ev-form for IT access]  All systems are protected by digital firewalls and appropriate safeguards which are regularly audited for currency and effectiveness. [Ev-most recent audit with no findings]

Analysis and Evaluation:

YCCD is committed to ensuring the security and maintaining the confidentiality of all employee records.  Measures used by HR to ensure the security and confidentiality of personnel files and records include using fire proof cabinets, oversight of these records by HR personnel during open hours, and keeping records in locked areas during closed hours.  HR personnel have processes in place which allow employees access to their file.  Employees also have the right to be informed before items of a derogatory nature are placed in their personnel file.  Additionally, the processes allowing employees access to their file and for notifying employees before the placement of items derogatory in nature, are outlined the bargaining unit contracts and handbooks. [Ev-[YFA](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/YFA%20Agreement%202015%202016%20Final%20w%20signatures.pdf), [CSEA](http://mjc.edu/general/accreditation/csea_contract_2016_2019.pdf), [LT handbook](http://www.mjc.edu/general/accreditation/ltac_handbook_2015.pdf))

Electronic files may only be accessed by authorized key personnel and this access is granted by Information Technology through a formal request and approval process.

**Standard III: Resources**

**Standard III.B Physical Resources**

**Standard III.B.1**

*The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard:

1. The institution ensures that all facilities are safe.

2. The institution regularly evaluates whether it has sufficient physical resources at all locations.

3. The institution has a process by which all personnel and students can report unsafe physical facilities.

Modesto Junior College is uniquely characterized by two campuses located approximately two and a half miles apart on the east and west sides of Highway 99. ([Google map with sites identified](https://www.yosemite.edu/directions)) The East Campus is the college’s original site and is situated on approximately 54 acres, surrounded by residential dwellings on the north and east and commercial industrial establishments to the south and west. [Ref. IIIB-1from 2011 ISER, map]. The West Campus sits on approximately 167 acres and includes three new buildings constructed through the Measure E general obligation bond. [Ref. IIIB-2 from 2011 ISER, map of West Campus] MJC also owns an instructional lab supporting the division of Agriculture and Environmental Sciences known as Beckwith Ranch located in close proximity to West Campus. ([Google map](https://www.google.com/maps/place/2201+Blue+Gum+Ave,+Modesto,+CA+95358))

The Yosemite Community College District (YCCD) has a centralized structure supporting the planning, construction, and maintenance of physical resources. ([Facilities org chart](https://www.yosemite.edu/fiscalservices/fs_org_chart_files/yccd_facilities_org_chart.pdf)) Facilities staff support the College by ensuring access, safety, security, and healthful learning and working environments are maintained at the three College sites: East Campus, West Campus, and the Beckwith Ranch. (job descriptions [custodian](https://www.yosemite.edu/hr/currentclassifications/classified_files/custodian.pdf), [groundskeeper](https://www.yosemite.edu/hr/currentclassifications/classified_files/grounds_maintenance_techcinian.pdf), [maintenance](https://www.yosemite.edu/hr/currentclassifications/classified_files/grounds_maintenance_specialist.pdf)) The facilities department is directly responsible for the oversight of the college’s construction and modernization projects and is the contact for regulatory agencies.

In 2004, voters in the Yosemite Community College District approved a $326 million general obligation bond, Measure E, for the repair, upgrade, and new construction of Modesto Junior College and Columbia College facilities and the expansion of college educational sites in Patterson, Oakdale, Turlock, and Calaveras County. (Bond document from Jill) Modesto Junior College was allocated $220.1 million, Columbia College $52.5 million, and the District’s Central Services $53.4 million. ([IIIB3](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AFYR6P6C7E08/$file/MeasureE-Exp-Summary-FY-2016_2016-12-14.pdf.pdf)))

The Modesto Junior College Measure E construction and renovation projects were selected using a multi-year campus-wide evaluation of existing facilities and future-projected data regarding program needs and enrollment growth. These projects were initially identified within the YCCD Facilities Master Plan, in the 2004 Measure E general obligation bond for approval by voters in 2004, and were granted authorization by the Citizens’ Bond Oversight Committee and the YCCD Board of Trustees.  The projects were implemented in three phases between 2005 and 2016 ([IIIB4](https://www.yosemite.edu/bond/centralservices/YCCD%20CS%20Master%20Plan%20-%20110811.pdf), [IIIB5](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf), [IIIB6](https://www.yosemite.edu/bond/columbiacollege/120613%20YCCD%20CC%20Facilities%20Master%20Plan%20Approved.pdf)). In spring 2018, the final projects will be completed, including the exterior painting projects on East and West Campus and the construction of an outdoor education center adjacent to the Science Community Center. (outdoor education center plans)

With the passage of Measure E in 2004, the college commissioned an Educational Master Plan 2006-2007 and updated the MJC Facilities Master Plan. ([EMP 2006-07](http://www.mjc.edu/general/accreditation/documents/edmasterplan_06_07.pdf), Facilities Plan 2006-07) The Educational Master Plan was foundational to the construction and renovation program at the college supported by Measure E funds ([IIIB7](http://www.mjc.edu/general/accreditation/emp/)). The Program Management Plan (PMP) served as the road map for the implementation of the Measure E Bond Program and included projects throughout the YCCD ([IIIB8](https://www.yosemite.edu/bond/documents/YCCD%20PMP%202011%20revisions%20110207.pdf)).

Safety is the first priority for YCCD physical resources. The Five-Year Scheduled Maintenance Report, submitted to the state every year, is a technical document that helps the College ensure effective monitoring and maintenance of the physical plant. (IIIB9) This report identifies needed maintenance, including the determination of cost, when an item should be replaced and/or repaired, funding sources for projects. The Facilities Planning and Operations department oversees and schedules maintenance of facilities and grounds.

The Director of Facilities Planning submits a Five-Year Construction Plan to the state each year. This plan serves as another report to effectively evaluate and document the needs of programs and services. (IIIB10) This document breaks down the capacity and load ratio of every area of the physical plant and its use. The planning documents for physical resources are maintained by the YCCD Facilities Planning and Operations Department.

Measure E projects were planned to ensure access to existing and new facilities. Special consideration in planning and design resulted in facilities that meet current standards of the Americans with Disabilities Act (ADA), adhere to District policy on key access, and are maintained securely. ([IIIB11](https://www.yosemite.edu/fiscalservices/misc/yccd_fs_strategicplan_2013-16.pdf), [IIIB12](https://www.yosemite.edu/trustees/board_policy/3-8027%20Use%20of%20District%20Keys.pdf), [IIIB13](https://www.yosemite.edu/trustees/board_policy/3-8025%20Maintenance%20of%20Buildings%20and%20Property.pdf), [IIIB14](https://www.yosemite.edu/trustees/board_policy/3-8073%20Emergency%20Preparedness%20Hazard%20Mitigation.pdf))   MJC’s facilities are constructed and maintained to ensure that safe and sufficient physical resources are in place to facilitate effective student learning and support services. The YCCD maintains compliance with all federal, state, and local building, fire, and health and safety regulations, codes, and standards. YCCD adheres to the Division of State Architect (DSA), Occupational Safety and Health Administration (OSHA), and California State Fire Marshal guidelines. (IIIB26, IIIB27, IIIB28)

YCCD has put in place a number of systems to proactively address, monitor, and mitigate facilities issues to improve safety and access to physical resources. Work orders can be entered into the Physical Plant module of Datatel Colleague by staff, faculty, and administrators at any time. ([IIIB18](https://www.yosemite.edu/facilities/work_order_requests)) Work orders are prioritized in order of safety, ADA, routine maintenance, and modernization. Work orders are assigned promptly to ensure quick resolution in the most cost effective manner. The YCCD utilizes automation control systems to remotely control the major HVAC infrastructure, electronic locks (access control), intrusion systems, and fire alarms. The automation systems result in improved efficiencies and productive teaching and learning environments. (IIIB29)

Modesto Junior College provides instruction at a number of off-campus sites including service area high schools, agencies, and hospitals. (List of locations [you can find in the five year construction plan]) When providing instruction at off-site locations, Modesto Junior College works with the host site to address any physical plant concerns that might impact the teaching and learning experience. Hospitals and other health care providers must adhere to the standards of the regulatory agencies that oversee their operations. If there are issues with off-site physical resources, faculty and students may report them directly to the program directors, division deans, or to any student services professional. (need evidence here)

MJC provides remote education instruction in the nursing area via two-way video and audio to Columbia College. The high-end video conferencing classrooms, designed by Cisco Systems, incorporate state-of-the-art instructional technology supported by staff with specialized skill and training in distance education. (job description, room specs, photo) Funded by Measure E, the classrooms in Glacier Hall on West Campus and in Red Bud at Columbia College, provide an effective and productive teaching and learning environment. The Associate Degree Nursing program review includes evaluation of the facilities to support the distance education component of the program. (ADN program review)

The equipment and facilities needs of online instruction at Modesto Junior College are evaluated by the Distance Education Committee. ([IIIB17](http://www.mjc.edu/governance/distanceedcommittee/index.php), EAV DE Committee page) The MJC Distance Education Plan served as the guiding document in the selection of Canvas as the new course management system for the YCCD. ([IIIB19](http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf)) The Distance Education Strategic Plan is scheduled for update in fall 2017 as part of the ongoing integrated planning cycle of the College.

Analysis and Evaluation:

The facilities of Modesto Junior College are designed, built, and properly maintained to ensure that safe and sufficient physical resources exist to facilitate effective teaching and learning in support of the College mission.  The Yosemite Community College District Board Policy and Procedures builds a foundation for providing safe and sufficient physical resources at Modesto Junior College. ([IIIB13](https://www.yosemite.edu/trustees/board_policy/3530%20Weapons%20on%20Campus.pdf), [IIIB14](https://www.yosemite.edu/trustees/board_policy/3-8025%20Maintenance%20of%20Buildings%20and%20Property.pdf), [IIIB15](https://www.yosemite.edu/trustees/board_policy/3500%20Campus%20Safety.pdf), [IIIB16](https://www.yosemite.edu/trustees/board_policy/3501%20Campus%20Security%20and%20Access.pdf)) The College administration and the Yosemite Community College District’s Facilities Director give their highest priority to any safety issues that need immediate attention.

The YCCD has in place processes through which safety and other concerns can be addressed. The college maintains and monitors the college’s physical resources through collaboration with the Facilities Planning and Operations department working in conjunction with the college’s Facilities Council. (Facilities Council website, agendas, minutes samples) The YCCD and college’s schedule of multiple inspections ensures a safe working and learning environment.

**Standard III.B.2**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard:

1. The institution ensures that the needs of programs and services are considered when planning its buildings.

2. Facilities’ planning is aligned with the institutional mission.

3. The institution ensures that program and service needs determine equipment replacement and maintenance.

The completion of the Five Year Construction Plan based on enrollment and cap load ratios and the Space Inventory Report provides the college data on utilization of facilities. (IIIB10)([IIIB20](https://www.yosemite.edu/facilities/facility_files/Space%20Inventory.pdf))  Prior to the passage of Measure E, Modesto Junior College engaged in a comprehensive facility planning process identifying projects and priorities. ([IIIB21](https://www.yosemite.edu/bond/mjc/)) Program needs are the primary consideration when planning building usage. The College undertook a large renovation project after discussing the unmet needs of students on the West Campus. (Title V Grant, p. 16-18) MJC worked closely with the YCCD Facilities Planning Department to renovate an entire floor of a West Campus building, and now has comprehensive student support services on both campuses. (<http://www.mjc.edu/news/westcampusservices.php>)

The college uses several processes and reports to ensure that program and service needs determine equipment, replacement of equipment, facilities, and maintenance needs. The YCCD Facilities Planning Department submits a Facilities Assessment Report to the state every three years, assessing and evaluating all YCCD facilities. (IIIB30)   It also submits a Scheduled Maintenance Report the state each year, identifying the College’s needs for scheduled maintenance and requesting state funding for prioritized projects. (IIIB9)  A Space Inventory Plan is also reported annually to the state on the efficient use of facilities. ([IIIB20](https://www.yosemite.edu/facilities/facility_files/Space%20Inventory.pdf))  For immediate and routine maintenance needs, the Facilities Planning and Operations Department has a routine work order system that can be accessed by employees to report needed repairs in their areas. ([screen shots of work order form](http://www.mjc.edu/general/accreditation/workorderformscreenshot.pdf))

The College uses its program review process to identify equipment replacement and maintenance needs. Divisions compile, discuss, and rank resource requests to meet program needs and forward them to the Resource Allocation Council (RAC) for consideration. ($ Graphic, [RAC website](https://www.mjc.edu/governance/rac/index.php)) The members of RAC allocate prioritized resources to program needs as they are available. (IELM resource allocation email, website) The College Technology Committee reviews and recommends solutions for campus technology needs, in conjunction with the YCCD ITS Department. (IELM technology review – CTC; CTC Plan)

The Facilities Planning and Operations office maintains all College facilities. Experienced Facilities staff use annual inspections for preventive maintenance and the work order process to track requests for services, repairs, deficiencies, and upgrades. (scheduled maintenance plan/list, work order system, Judy’s schedule of trades)

The replacements and upgrades of technology are evaluated and performed by Technology and Media Services staff. The technicians work closely with the area deans to maintain shared awareness of aging technology and technology requiring replacement. Replacement of classroom technology is included in program review which informs the resource allocation process. (R[AC website](https://www.mjc.edu/governance/rac/index.php), $ graphic, example of IELM allocations 2015 to upgrade classroom equipment)

Analysis and Evaluation:

The college evaluates the effectiveness of its facilities and equipment through several avenues.  Program reviews provide data on the adequacy of current physical resources and anticipated future requirements. (PR Sample with equipment) The Five Year Construction and Maintenance Reports provide analysis of the efficiency and sufficiency of facility usage and identify future facility needs. Replacement and maintenance of equipment is determined through program review and unit planning to ensure priorities are addressed. The college further evaluates its need for the use of technology resources through the technology and distance education planning process. (Tech plan and [DE plan](https://www.mjc.edu/general/accreditation/de_plan_2012_2017.pdf)) The college’s Facilities Council, Technology Committee, and Distance Education Committee establish standards necessary to support the college’s programs and services.(EAV, [Facilities Council website](https://www.mjc.edu/governance/facilitiescouncil/), Tech Plan, [DE Plan](https://www.mjc.edu/general/accreditation/de_plan_2012_2017.pdf))

**Standard III.B.3**

*To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Evidence of Meeting the Standard:

1. The institution regularly assesses the use of its facilities.

2. The institution uses the results of the evaluation to improve facilities or equipment.

The College assesses the use of its facilities through a variety of avenues. The YCCD Director of Facilities Planning and Operations meets regularly with the College President to discuss the status and needs of campus facilities. (appointments) Division administrative staff review room usage reports to plan for class scheduling. (sample reports) The office of Events and Facilities Scheduling monitors room usage and reports trends and needs to the Vice President of Administrative Services. (evidence?) Each semester, division deans along with support staff plan days and times of class meetings and identify classrooms and labs that optimize student schedules and enrollment capacity. (Class schedule snapshot; Sample Report) The College recently invested in an enrollment analytics program to maximize the use of its facilities and increase institutional capacity to meet students’ scheduling needs. (Ad Astra snapshot)

MJC uses an online real time Event Management System (EMS) to manage facilities requests for all activities, including outside entities. (EMS calendar of events) The class schedule from Colleague is downloaded into the EMS program each term as part of the room scheduling process. Authorized staff coordinate non-instructional facility reservations and usage in EMS to ensure non-instructional or external facility requests do not displace or disrupt instruction to students or related support services. ([Facilities request form](https://www.mjc.edu/governance/facilitiescouncil/documents/campusfacilitiesprojectrequestform.pdf), job description event tech) Modesto Junior College instructional programs have priority access to facilities. External use requires a facility use agreement and proof of liability insurance coverage for protection of the Yosemite Community College District.  A link to EMS is available from the college website, allowing college staff broad access to the facility usage information. (link)

The College improves its facilities and equipment through ongoing evaluation of classroom needs. Faculty identify needs through regular program review. (program review examples) Those needs are discussed and prioritized by divisions and forwarded to the Resource Allocation Council (RAC) for consideration of funding. (Division minutes; IELM rankings) The College Technology Committee reviews and prioritizes instructional technology needs and forwards recommendations to RAC. (IELM Technology Rankings) The College Facilities Council monitors building and grounds needs and recommends improvements. (Facilities Council minutes) The College also uses evaluation of needs to leverage federal grant funding to address identified areas of improvement. The West Campus library was renovated to include a high tech STEM Center with student collaboration rooms (STEM Grant). Recently, the College renovated the first floor of a west campus building to become a one-stop center for student support services. (Title V Grant; link to renovation announcement)

Narrative about how evaluation results improve facilities. J. Lanchester.

3. The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

The MJC Baccalaureate Degree in Respiratory Care is housed in Glacier Hall, a building constructed with the Measure E general obligation bond, focused on allied health programs. ([Measure E project list](https://www.yosemite.edu/bond/information/2015%20YCCD%20Project%20Schedule%20150923.pdf)) Glacier Hall includes classrooms and labs outfitted with current instructional technology to support teaching and learning. The building has a computer lab and sufficient wireless capacity to effectively meet the needs of faculty and students. Among the building features are soft seating in common areas that provide students places to gather or study, especially effective for a cohort-based instructional program. Glacier Hall includes two high end video conference classrooms that can be used to capture lecture, teach remotely, or connect with other institutions.

Analysis and Evaluation:

Facility usage is an important element of data for physical plant planning and aids the College in understanding its facilities needs and requirements. Facilities usage information garnered by methods outlined above contribute to the annual program review process by which both facilities and equipment use is examined and needs identified. (Admin Services Program Review) Physical resource needs are prioritized as part of the unit planning process to be considered for resource allocation. The annual Space Inventory Report conducted by the Facilities Planning and Operations provides additional information on how the college is using its facilities, by type of rooms, type of instruction in the room, and room capacity. ([IIIB20](https://www.yosemite.edu/facilities/facility_files/Space%20Inventory.pdf))

As the baccalaureate program in respiratory care grows, it is anticipated that online and hybrid course offerings will be developed. The design and features of Glacier Hall will facilitate effective teaching and learning via multiple modalities.

**Standard III.B.4**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard:

1. Long-range capital projects are linked to institutional planning.

2. The institution has identified elements which comprise the definitions of “total cost of ownership” that the institution uses when making decisions about facilities and equipment.

3. Planning processes ensure that capital projects support college goals.

4. The institution assesses the effectiveness that long-range capital planning has in advancing the college’s improvement goals.

MJC uses a broad range of organizational tools to link physical resource planning to long-term goals.  A general view of the institution’s planning process is presented in *Engaging All Voices,* the MJC participatory decision making handbook. ([IIIB25](http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf))  As new facilities are planned and designed, the College uses a collaborative process to gather input and information from college stakeholders. (CAT Building planning minutes; Student Services renovation agendas) The process involves dialogue related to adjacency issues, equipment needs, and other specific requirements to support the student learning programs and services in the proposed building. (meeting notes from planning email to Mike, Don, Jennifer 1.17.17; emails related to the Yosemite renovation)

Since the last comprehensive evaluation visit, MJC has completed a number of long-range capital projects based on its educational planning that support its mission. (Measure E project list) New long-range capital plans have been developed to guide decision making over the next five years including the Facilities Master Plan, the Five-Year Construction Plan, the college’s Strategic Plan, and the Educational Master Plan. (([IIIB5](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf)),(IIIB10),([IIIB24](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf)), [EMP](http://www.mjc.edu/general/accreditation/emp/))

The Educational Master Plan and the Facilities Master Plan inform the long-range planning goals from the perspective of capital outlay.([IIIB7](http://www.mjc.edu/general/accreditation/emp/), ([IIIB5](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf)))  The long-range plan for facilities and equipment is initiated at the college through the EMP.  Unit administrators and their faculty and staff update the goals and needs as they participate in the annual planning, including facilities, equipment, and staff, for their unit program review. (program review with facilities and equipment samples) The goals and needs of the EMP are closely tied to the strategic directions in the MJC Strategic Plan. ([Strategic Plan](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf)) Once individual unit program reviews are completed and needs prioritized, they are submitted to the Resource Allocation Council for review and recommendation. (Budget dev and resource allocation graphic, fall 2017 RAC agendas/minutes)

The Facilities Master Plan outlines the future needs and potential areas of growth for the college. ([IIIB5](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf))The plan offers projected costs on future projects and it also offers a narrative explaining why each new facility project is needed. This document serves to document the College’s consideration of needs of services and programs when planning capital projects.

Total Cost of Ownership (TCO) includes an assessment of personnel needs to maintain new technology or facilities, ongoing maintenance costs, depreciation, and replacement plans for equipment. These resources are included in planning for infrastructure improvements in order to ensure facilities are sustainable. (CTC minutes re: technology review; Facilities assessments?)

In anticipation of the Measure E funded build out of the campus, the Facilities Planning and Operations department prepared a staffing plan using California Association of School Business Officers standards for facilities staffing per assignable square footage. (Staffing plan) The plan is used as a guide for planning and evaluating staffing needs; however, budget constraints have been a limiting factor in reaching the staffing levels set forth in the plan.

When considering TCO, the College has been proactive in avoiding or reducing future costs.  MJC is committed to sustainable facilities, equipment, and technology and carefully considers life-cycle costs in its capital planning. To minimize future custodial and maintenance cost, Facilities Planning and Operations staff have been involved in the planning, design and selection of material for the college’s new facilities. (evidence of maintenance planning?) To maximize future energy savings, the college’s new facilities have been designed to Green Building Council’s Leadership in Energy and Environmental Design (LEED) certification standards.(LEED certs for Student Services and SCC)

Analysis and Evaluation:

The College has taken great care in the design of its planning processes for all major capital work to assure that they serve the institution’s mission, that they are being applied effectively, and that they are assessed regularly for effectiveness. MJC’s integrated strategic planning process ensures its long-range capital plans support the College’s Strategic Directions.  With the Educational Master Plan and Facilities Master Plan as guides, the Facilities Council, College Technology Council, and Resource Allocation Council provide oversight to support institutional improvement. (EAV, CTC, RAC and Facilities role and responsibilities)

Although the College planning process considers total cost of ownership, implementation of those plans has not always been feasible.  With limited resources, MJC has consistently been challenged with providing for the total cost of ownership when making large capital expenditures. For example, with the addition of extra buildings from Measure E, only limited staffing has been added. The Yosemite Community College District has not been able to provide additional Facilities and Operations staff for maintenance and custodial support creating a significant strain on YCCD’s existing staff. With current budget constraints, finding efficiencies in routine maintenance and custodial processes remains a priority.

Standard III.B. – List of Evidence

[IIIB1](https://www.yosemite.edu/facilities/facility_files/MJC%20East%20Campus.pdf) – MJC East Campus Map

[IIIB2](https://www.yosemite.edu/facilities/facility_files/MJC%20West%20Campus.pdf) – MJC West Campus Map

[IIIB3](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AFYR6P6C7E08/$file/MeasureE-Exp-Summary-FY-2016_2016-12-14.pdf.pdf) – YCCD Measure E Bond, End of Fiscal Year 2015-2016 Expenditure Report

[IIIB4](https://www.yosemite.edu/bond/centralservices/YCCD%20CS%20Master%20Plan%20-%20110811.pdf) – YCCD Central Services Master Plan

[IIIB5](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf) – Modesto Junior College Facilities Master Plan

[IIIB6](https://www.yosemite.edu/bond/columbiacollege/120613%20YCCD%20CC%20Facilities%20Master%20Plan%20Approved.pdf) – Columbia College Facilities Master Plan

[IIIB7](http://www.mjc.edu/general/accreditation/emp/) – Modesto Junior College Educational Master Plan Webpage

[IIIB8](https://www.yosemite.edu/bond/documents/YCCD%20PMP%202011%20revisions%20110207.pdf) – Program Management Plan for Measure E Bond Program

IIIB9 – Five Year Scheduled Maintenance Report

IIIB10 – Five Year Construction Plan

[IIIB11](https://www.yosemite.edu/fiscalservices/misc/yccd_fs_strategicplan_2013-16.pdf) – Fiscal Services Unit Strategic Plan 2013/14 – 2015/16

[IIIB12](https://www.yosemite.edu/trustees/board_policy/3-8027%20Use%20of%20District%20Keys.pdf) - YCCD Board Policy and Administrative Procedures 3-8027 – Use of District Keys

[IIIB13](https://www.yosemite.edu/trustees/board_policy/3-8025%20Maintenance%20of%20Buildings%20and%20Property.pdf) - YCCD Board Policy and Administrative Procedures 3-8025 – Maintenance of Buildings and Property

[IIIB14](https://www.yosemite.edu/trustees/board_policy/3-8073%20Emergency%20Preparedness%20Hazard%20Mitigation.pdf) - YCCD Board Policy and Administrative Procedures 3-8073 – Emergency Preparedness/Hazard Mitigation

[IIIB17](http://www.mjc.edu/governance/distanceedcommittee/index.php) – Distance Education Website

[IIIB18](https://www.yosemite.edu/facilities/work_order_requests) – Work Order Requests Website

[IIIB19](http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf) – Modesto Junior College Distance Education Plan 2012-2017

[IIIB20](https://www.yosemite.edu/facilities/facility_files/Space%20Inventory.pdf) – YCCD Space Inventory Report for Fiscal Year 2016-17

[IIIB21](https://www.yosemite.edu/bond/mjc/) - Measure E Bond – Modesto Junior College Program Website

[IIIB22](https://www.yosemite.edu/bond/information/2015%20YCCD%20Project%20Schedule%20150923.pdf) – YCCD Measure E Project Schedule – Updated September 2015

[IIIB23](http://www.mjc.edu/governance/technologycommittee/documents/tech_plan_2011.pdf) – Modesto Junior College Technology Plan Fall 2011

[IIIB24](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf) – Modesto Junior College Strategic Plan 2016-2021

[IIIB25](http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf) – Modesto Junior College Engaging All Voices MJC Participatory Decision-Making Handbook

IIIB26 – Elevator Permits

IIIB27 – Department of Environmental Resources – East Campus

IIIB28 - Department of Environmental Resources – West Campus

IIIB29 – Metasys Contract

IIIB30 – Facilities Assessment Report

[IIIB31](https://www.mjc.edu/general/accreditation/facilities_planning_op.pdf) – Facilities Planning and Operations Staffing Costs by Year

**Standard III: Resources**

**Standard III.C Technology Resources**

**Standard III.C.1**

*Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard:

1. The institution ensures that its various types of technology needs are identified.

As the technology needs of the Colleges and District continuously evolve and emerge, a centralized approach has been established to meet the needs of the Yosemite Community College District. In 2014, the Information Technology Services department was restructured to include both media services and technology services that had previously been College departments. ([BOT minutes approval of reorg May 2014?](http://www.mjc.edu/general/accreditation/botminutesmay2014.pdf)) The shift to centralized information technology services facilitated cross training, vertical and horizontal communication regarding technology services, and more efficient management of technology resources.

The Information Technology Services Department (ITS), part of Central Services, strives to keep pace with technology changes and shifting priorities in support of students, faculty, and staff by working collaboratively with the Colleges. The four primary objectives of the ITS department are:

* Assessing the technological needs of the District annually
* Evaluating the results of the annual assessment to identify and prioritize the technological needs for continuous improvement
* Facilitate implementation by aligning human and financial resource allocations according to the assessment and prioritization of the technological needs
* Develop and formalize systematic communication channels for technological needs. [(ITS website)](https://www.yosemite.edu/it/)

The stated objectives guide the ITS Department in prioritizing the technology needs of users across the Colleges and functional areas of the District. The ITS Department is organized into six units under the direction of an assigned manager who reports to the Vice Chancellor of Information Technology. [ITS organization](https://www.yosemite.edu/it/files/IT%20Areas%20of%20Responsibility%20v1.2.pdf) (This link does not show the organization)

·         Media Services at MJC

·         Technology Services at MJC

·         Technology Services at Columbia College

·         Enterprise Applications and Support Services

·         Technology Regulations, Procedures, and Guidelines Development

·         Enterprise Operations

The ITS Department serves the District and College needs for communications and operational systems through the incorporation of industry standards and emerging technologies. ITS supports instructional computers in labs and classrooms and supports computers assigned to faculty, staff, and administrators in support of instruction and student services functions. ITS provides support for devices on the MJC network including printers, servers, wireless access points, multi-media equipment, and other devices in addition to computers. MJC has 185 classrooms equipped with instructional technology to support instruction and enhance student learning. Additionally, the ITS team supports student huddle spaces, conference rooms, libraries, and non-instructional computer labs across the College.

The District Technology Advisory Committee (DTAC) is a district-wide committee that is tasked with technology planning and implementation at the district level. (<https://www.yosemite.edu/it/dtac>

DTAC membership, charge: <https://www.yosemite.edu/it/files/District%20Technology%20Advisory%20Committee%20v1.2.pdf> ) DTAC makes recommendations for District-wide communications and operational systems relying on industry trends and standards. The College benefits from cost efficiencies and economies of scale through DTAC centralized approaches to learning management systems, databases, support systems, student information systems, redundancy, and software licensing. (DTAC charge, sample minutes) The District Technology Advisory Committee is the governance group with primary responsibility for district technology planning including the Information Technology Strategic Plan. (IT Strategic Plan, under review available soon)

2. The institution regularly evaluates the effectiveness of its technology in meeting its range of needs.

3. The institution demonstrates it makes decisions about technology services, facilities, hardware, and software. The process includes input from faculty, staff and students.

The District Technology Advisory Committee intersects with the College Technology Committee (CTC). The Technology Committee is comprised of a diverse group of faculty, classified employees, and managers tasked with serving as a resource and making recommendations to the college governance councils regarding the direction and evaluation of technology related decision campuswide. (EAV p. 43) The CTC follows and assesses its strategic objectives and recently drafted the second iteration of the plan. (2013 CTC Plan, 2017 CTC draft) The plan is designed to provide technology planning and support in the following areas:

* Professional development
* Processes related to new or current technology a cquisition
* College computing standards
* Technology resources (including the total cost of ownership)
* Assisting students in acquiring necessary technology skills

4. The institution makes decisions about use and distribution of its technology resources.

The CTC reviews college technology needs and recommends potential solutions. (IELM review, CTC minutes, RAC minutes – Nov 2016) It also serves as a centralized place for updates of current technology projects and plans for future projects. (2017 CTC Plan, Goal 2, p. 10?) The Committee includes a representative from the management of ITS as well as the Coordinator of the Distance Education Committee to ensure technology discussions include input from relevant stakeholders. (CTC membership) MJC established and maintains an equipment standards list which identifies the current specifications for smart classroom technology, staff workstations, and labs. (EAV, tech committee charge) The Technology Committee reviews and updates the list to ensure consistency and compatibility of technology purchases and ease of faculty use across classrooms. ([Tech Committee agendas/minutes](http://www.mjc.edu/governance/technologycommittee/minutes.php), classroom standards list) The Technology Committee works collaboratively with the Resource Allocation Council to review technology requests in program review that are allocated funding for purchase.  (RAC Nov 16 minutes - \*RAC was cancelled that day)The review by the Technology Committee ensures compatibility with existing hardware and software, minimizes potential for duplication, provides feedback on potential for increased cost of ownership, and additional purchase that might be required to implement the requested technology equipment. ([TC Agenda January 10, 2017](http://www.mjc.edu/governance/technologycommittee/documents/ctcagendaspecialmeeting0110172.pdf))

The ITS Department works closely with a variety of departments and programs at Modesto Junior College to ensure that data is captured, reviewed, and reported accurately. ITS collaborates with departments in developing and adopting data tracking systems that align with the ever-changing reporting requirements for grants, attendance accounting, and support services. Recently, MJC student services leaders and ITS worked together to implement several important technology projects:

* Hobson’s Starfish, a student planning tool requiring customized programming to accurately capture data elements established in the Student Success and Support Program. (Hobson’s decision evidence, SSSP plan metrics)
* Increasing wireless capacity in the newly renovated Yosemite Hall student services first floor. The addition of workshop space, a testing center, and a Career Services Center required additional infrastructure to support wireless demand. (emails, invoices)
* Exploration and recommendations regarding a queuing system for Financial Aid and Enrollment Services. ITS helped College leaders review multiple software platforms to identify the best fit for queuing needs. (QLess evidence)
* Development and implementation of a student portal and mobile application to enable students and employees easy access to individual information. (Mobile App; Portal)

ITS and the Director of District Research and Planning, ensure that all MIS data elements pass syntactical and referential edit checks for all state and federally mandated data reporting. (Director District Research job description) They verify the integrity and accuracy of the data through a thorough review process that includes the managers of special programs and departments engaged in the process. As necessary, additional review and resubmission occurs until the validity and integrity of all submitted data is confirmed. (need evidence here)

Following the economic downturn, the College has prioritized technology replacement in the resource allocation process. Specifically the Resource Allocation Council has identified instructional computer lab upgrades and installation as a preferred allocation of Instructional Equipment and Library Materials funds. (IELM funded project lists) Additionally, divisions use Lottery resources to replace computers and other instructional technology tools. (Lottery purchase evidence - as Al) The College has been proactive in identifying external resources to mitigate the impact of the lack of a technology replacement budget as outlined in the CTC Plan. (Objectives 2.2 and 4.1) College grant development prioritizes technology resources, when appropriate to the grant project. The College has purchased new technologies for STEM programs, enhanced infrastructure in student services areas, and provided funding for pilot projects that increase student achievement through grant-funded technology acquisition. (STEM grant, Title V grant, VDI pilot, CAT Building technology) The Measure E general obligation bond and MJC Foundation mini-grants also enabled the College to replace aging equipment and make new equipment purchases during the economic recession and slow process of budget restoration.(Samples of funded technology purchases from these resources including CAT Building)

ITS is responsible for reliability, disaster recovery, privacy, and security of all data and technology systems, including those used in the delivery of distance education courses, for the Yosemite Community College District. (ITS website responsibilities) To increase the effectiveness of data security and recovery, two new data centers were established through the general obligation bond, Measure E. (Measure E project completion/budget list) A new primary data center was constructed on MJC’s west campus and a secondary data center was established at Columbia College. During 2015, a second fully redundant differentiated path to each college location was implemented. The second path provides redundancy from east campus to west campus, and from west campus to the world.  The different paths use different internet providers which further strengthens the redundancy of the system. (evidence?) ITS maintains the security of the information systems according to current industry practices and applicable regulation, including authentication of students. (Security policies and documentation) ITS ensures integration within and across all systems using a mix of hard data export, auto data transport, and two-way and one-way processes that support the needs of the end user and maintain integrity of the data. (evidence – data communication map?)

ITS engages in functional evaluation of hardware systems and software. Functional evaluation informs the decision to remain on the current version, move to new version of the existing product, or recommend the move to a new product. Over the past eighteen months, student and employee email accounts were moved from locally-hosted Microsoft Exchange to Office 365 hosted by Microsoft. (Document evidence of decision-making to move to Office 365) This move to a cloud solution provides a more robust, stable, and secure environment for email communication.

5. Technology services, support, facilities, hardware, and software utilized by the baccalaureate program are appropriate and adequate for the program.

Technology has been a core consideration in the planning, development, and launch of the Baccalaureate Degree in Respiratory Care. ITS has been involved in the planning and design of several specialized processes to support the program including an online application, student record retention, transcript, and financial aid processes specific to the baccalaureate degree. (need application link here – financial aid ITS evidence?) In addition to the support provided by ITS, additional planning for and implementation of technology resources has transpired. The Allied Health and Family Consumer Sciences division instructional support specialist and instructional support technician developed an itemized list of instructional technology including specialized equipment, software, and high fidelity respiratory patient simulators which are being purchased for the program from designated baccalaureate funds in combination with  Career Technical Education funds. (List of tech needs) The MJC front end web developer and marketing department have worked to develop a comprehensive website and web services in support of the baccalaureate degree program. (<http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/> ) Interested parties can add themselves to a listserve and receive regular communication from the Respiratory Care program including open house dates, application periods, financial aid workshops, and program specifics. (listserv link) Facebook ads were designed and deployed as an early marketing tool to generate interest in the four year program. (snapshots)

Respiratory Care faculty completed the learning management system training available through the MJC distance education department in preparation for the hybrid design of the program. (certificates?; DE training link; COR samples) Courses proposed to meet the bachelor of science upper division course requirements are designed to be delivered in mixed modalities of hybrid and online. (COR samples)

Analysis and Evaluation:

The organization and delivery of technology services are appropriate and adequate to support College needs. Since the last external evaluation team visit in 2011, the Yosemite Community College District has conducted two nationwide searches to fill the role of Chief Information Officer. The District successfully enacted a major database migration from Oracle to SQL during the tenure of an interim vice chancellor of information technology. This long anticipated project was carried out with absolute minimum disruption to District and College services because of the effective and meticulous planning and communication of the project specifications. The success of this major upgrade, under interim leadership, stands as evidence that the organization of information technology services facilitates technology support of the College and District’s management and operational functions, academic programs, teaching and learning, and support services.

Students apply to the College, receive responses, schedule appointments, register for classes, and apply for financial aid and scholarships online. An online orientation is available for students as is Title IX training. Implementation of a District-wide portal is in the early phases. The portal will provide an enhanced online experience for students and employees and increase ease of communication with students including defined groups.

Technology support meets the instructional, student services, and administrative needs of the College. Employees can easily report technology issues via the web, email, or phone. ITS places high priority on instructional technology and responds very quickly to resolve classroom technology requests.

**Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard:

1. The institution has established provisions to ensure a robust, current, sustainable, and secure technical infrastructure is maintained that provides maximum reliability for students and faculty.

2. The institution bases its technology decisions on the results of evaluation of program and service needs.

**Please note- the following is based on information provided by ITS at the time of the writing and subject to change to align with the completed IT Strategic Plan**

District technology needs have been identified through an extended and intensive development of the YCCD Information Technology Strategic Plan. The review and update of the technology plan began in 2015 and was delayed due to the departure of the Associate Vice Chancellor of Information Technology. However, the change in leadership did not disrupt the quality of service or project completion at YCCD. The updated plan was framed on technology assessment survey results focused on technology performance, service, and needs on the campuses. The District Technology Advisory Committee uses the IT Strategic Plan as a framework for improving the results by prioritizing and implementing the planned actions, then measuring the results of the improvements according to the completion dates and metrics established in the plan. (Tech survey results) The first technology assessment survey of the new Information Technology Strategic Plan is scheduled for spring 2018.(IT Strategic Plan)

In support of the IT Strategic Plan, the MJC Technology Plan outlines how the College identifies institutional needs, develops training, establishes processes for technology acquisition and maintenance, and allocates resources for technology. (MJC Technology Plan) College administrators, faculty, and classified professionals work closely with ITS to identify and implement solutions that address institutional needs. Departments fund their own new and replacement equipment relying primarily on program review and resource allocation processes. [(L & LC orders is one example, library software contract,](http://mjc.edu/general/accreditation/documents/2016/standard3/c/0551_001.pdf) [fully executed contract](http://mjc.edu/general/accreditation/documents/2016/standard3/c/wms_proposal_yosemite_community_college_district_20130819_fully_executed.pdf) [)](http://mjc.edu/general/accreditation/documents/2016/standard3/c/0551_001.pdf) Additionally, new campus construction and renovation projects funded by Measure E, included new and replacement equipment made possible through the general obligation bond. Examples include the renovated Center for Advanced Technologies building opened fall 2015, the Library & Learning Center, Glacier Hall including the human patient simulation lab, and the Science Community Center. All these buildings are outfitted with current instructional technology and student computer labs to support teaching and learning. (Measure E bond list from BOT agenda December 2016) The lifecycle and replacement planning for the equipment are integrated into the College Budget Development and Resource Allocation model. ($ graphic) Student lab computers are equipped with software that returns them to the lab standard when they are shut down, minimizing the need for service. (DeepFreeze, computer lab specs - ask JA)

The security of the District network and data was improved significantly with the construction of new facilities. A new primary data center on MJC west campus and a secondary data center at Columbia College provide a second fully redundant differentiated path to each college location. (More detail in III.C.1) ITS uses monitoring and tools to maintain a secure data environment and has established protocols for addressing any security breach in accordance with industry standards and regulation. Recent changes to enhance security and reliability of District technology services includes the move from locally-hosted Microsoft Exchange to a cloud-based Microsoft Exchange environment which is more robust, stable, secure, and reduces the local staffing need. (evidence?) The District is engaged in the launch of a portal that allows single sign-on to MJC and District technology resources. The portal is expected to go live fall 2017. Additionally, The Library and Learning Center (LLC) implemented EZproxy for remote authentication by students and staff so they can access college LLC subscription databases off campus. (EZproxy snapshot)

3. The institution has developed a process to prioritize needs when making decisions about technology purchases.

The programs, divisions, and departments at Modesto Junior College identify their technology needs through program review. (Additional detail available in Standard I.B.5) Amanda create link Technology resource requests are included in a comprehensive list of program resource requests which are discussed and prioritized at the division level. Divisions forward prioritized resource requests to the Resource Allocation Council (RAC), which then asks the College Technology Committee (CTC) to review and rank technology requests. CTC returns a ranked list, along with comments about ancillary needs for requested technology, to RAC, which reviews requests for alignment with the College Strategic Directions, support of student learning, and any restrictions associated with the funding source. (RAC IELM minutes) RAC sends its recommendations to College Council to review and forward to the President for funding. ([RAC website](https://www.mjc.edu/governance/rac/index.php), Budget Dev and RAC process diagram, sample allocation announcements, RAC guiding principles)

The effectiveness of the technology resource allocation process is assessed regularly as part of the cycle of evaluation for district technology planning. (Results of the 2015 survey - [email to JA on 12.21.16]) need more here

The College Technology Committee (CTC) includes a liaison administrator from ITS as a regular member of the committee to ensure coordination and collaboration between the College and District. (CTC membership list, agenda, minutes) Formal meetings of the CTC and the District Technology Advisory Committee (DTAC) have not been reestablished since the reorganization of Information Technology Services that centralized technology services approach in the Yosemite Community College District. (BOT agenda reorg of ITS)

The Yosemite Community College District has taken a strategic approach to the purchase of broadly-used software licenses. ITS provides District-wide licenses for foundational administrative tools for sound electronic communication, student data, reporting, and document, spreadsheet, and presentation preparation. (evidence of district-wide software licenses) Software in support of instructional and student support programs is purchased at the department and division levels. MJC and Columbia College collaborate when selecting software to serve both colleges. This helps to ensure ease of use for students across the District and provides cost savings. The library automation system, learning outcomes and program review system, student planning tool, and distance education learning management system are examples of software selected and deployed to serve both Colleges. (snapshots of both colleges: eLumen, Canvas, Starfish, Library)

In alignment with the Online Education Initiative in California Community Colleges, the MJC Distance Education Committee led the District effort to explore Canvas as a proposed alternative to Blackboard, the prior learning management system. Significant investment in course development and extensive faculty training in the existing learning management system made the consideration of a new learning management system one of critical importance to faculty and administration. Shared interest in choosing a solution that would best serve students and the College in the long run drove the exploration. Faculty piloted courses in Canvas and shared their experience with the DE Committee and Academic Senate. The DE Committees of MJC and Columbia College held a joint meeting in which the recommendation to move to Canvas was approved.

(<http://mjc.edu/governance/distanceedcommittee/documents/deac_minutes_9-21-15.pdf> ) The Academic Senates of MJC and Columbia College also provided a joint resolution supporting Canvas. (J[oint resolution of MJC and Columbia senates supporting Canvas](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf). Passed MJC senate Oct. 15, 2015. See [minutes](http://www.mjc.edu/governance/academicsenate/documents/resolution_f15_b_joint_resolution_supporting_adoption_of_canvas_for_oct_1_2015_academic_senate_meeting.pdf), item V.A.4)

Analysis and Evaluation:

ITS provides information technology services as a centralized function of the District. This organizational structure meets the needs of the District and Colleges and includes a district level governance council responsible for technology planning for the District although it was not active spring 2017. The College Technology Committee (CTC) meets regularly and includes an administrator from ITS to ensure coordination between the District and College. The CTC finished a draft of its new Technology Plan in spring 2017, which is now being reviewed through the College participatory governance process.

Assessment of satisfaction with ITS services and technology is integrated into the District planning cycle to assess and improve effectiveness. The Information Technology Strategic Plan provides the framework for technology purchases, projects, and implementation over the next five years. (Tech strategic plan) The IT Strategic Plan is integrated with the YCCD Strategic Plan and informs the MJC technology planning which is focused on instructional technology, professional development, and college processes related to technology acquisition. (MJC classroom standards; CTC Plan)

College technology planning is facilitated through program review and resource allocation processes. Technology needs are discussed in the CTC to prioritize technology acquisitions, identify new developments, and strengthen shared access of technology resources. Within the constraints of the general fund budget, the College strives to ensure that technology meets campus teaching and learning needs. The College has made significant upgrades and purchases of new technology through grant funds and bond resources. These investments have reached further across the college campuses through cascading of computers from one use to another, extending their usable life. New fiber and expanded wireless service contribute to the quality and capacity of the network to support the College mission, operations, programs, and services.

**Standard III.C.3**

*The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard:

1. The institution allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment.

2. The college provides an appropriate system for reliability and emergency backup.

Among the unique characteristics of Modesto Junior College are the two campuses located less than two miles apart. (Google Map showing East and West with directional routes between) Following the model of all district resource allocations, ITS views the College as a whole and provides the same technology, systems, and services at each location. The College Technology Committee identifies the “total cost of ownership” as a central tenet of its plan and considers ancillary impacts as well as benefits when discussing technology. (CTC Plan, p. 3, 7) The College and District work together to coordinate solutions and purchases for the management, maintenance, and operation of its technological infrastructure and equipment. (emails re: portal, QLess, Hobsons)

Technology equipment and infrastructure replacement is guided by the ITS Strategic Plan and MJC Technology Plan. There are three technology levels identified: enterprise, operational, and instructional. Enterprise technology is replaced when systems are so slow that they no longer function as designed. These major purchases are funded through end-of-year savings and other one-time funding allocated by the District. (Evidence) Operational technology is managed at the department level and purchased through departmental and grant funds. Salary savings from unfilled positions are sometimes used for technology purchases and replacements. Instructional technology is funded at the department level with division resources, grants, and specialized instructional resources. (STEM Grant) The IT Strategic Plan includes a full cost model for ongoing cost of replacement and cycling of equipment to assist departments and managers in technology purchase decision-making. (IT Strategic Plan – cost model)

To ensure reliable system access, the YCCD network is designed with a redundant infrastructure. Two data centers, XX miles apart, supported by separate carriers provide a highly sophisticated, secure, and redundant network infrastructure supporting system reliability, security, and disaster recovery. (need evidence) All network communication is encrypted in transit or has private channels. (need evidence) Once data is within the district network, traffic is secured. All PCI traffic is routed on YCCD’s private virtual network VLAN. (need evidence)

All campus locations share a XX connection to the internet. District sites are connected using XXXX services. The College has XXX connection between all buildings. Campus classrooms are equipped with a suite of instructional technology tools including a computer, projector and screen or large monitors, document camera, and sound projection. (Classroom specs) Wireless internet access is available across the campuses including classrooms. (evidence? # of access points?)

Employees and students are separated in wireless and wired network environments.  All remote District sites have encrypted or dedicated circuits. The switches, routers, and networking devices core to reliable and secure delivery of service are kept current for optimal performance. (Replacement plan or maintenance plan)  All systems require passwords be changed regularly.(policy or procedure)  YCCD operates under the guidance of administrative regulations governing IT activities, including information privacy, data classification, disaster recovery, and many other regulations.([LINK!](https://www.yosemite.edu/it/administrativeregulations))

ITS uses a network management software program, name of program, which assists in effectively securing and maintaining the District’s infrastructure integrity. The District has a practice of purchasing network equipment with exceptional warranties and extended lifecycles to maximize network resource availability by reducing downtime; this practice has the potential for reducing costs. (examples of warranties) Network monitoring and usage logs assist managers in determining network upgrade needs. (network logs) ITS personnel schedule system maintenance outages at times that will have the least disruption of service to employees and students. (outage emails w/times) District information technology procedures are regularly reviewed and updated to ensure that practice conforms to regulation and meets the needs of the institution. (need evidence) In fall 2016, the timeout period for non-activity in the student information system, Datatel Colleague, was reduced to one hour. This change increased both security and the number of user licenses available at any point in time. (Email from Dan, Oct. 2016?)

Analysis and Evaluation:

The Yosemite Community College District made substantial upgrades to technology resources to ensure reliable access, safety, and security over the last six years. The data centers made possible through Measure E provide full secondary redundancy of all systems and data for the District.

The IT Strategic Plan provides the visionary, strategic, and operational map to address existing technology needs and provide a roadmap for future information technology projects to assure ongoing reliable access, safety, and security.

Through integrated strategic planning processes, the College evaluates how well existing technology meets the needs of programs and services and makes plans for improvement. Technology equipment purchases and replacements are funded through a process that begins with program review and moves through the College governance system. These processes are serving to meet the needs of the District and College following the economic downturn and resulting challenge of a lack of general budget resources to fund a comprehensive ongoing technology replacement cycle. The District and College have prioritized technology replacement in the allocation of one-time monies, restricted resources, and end of year savings to maintain currency of information technology.

**Standard III.C.4**

*The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard:

1. The institution assesses the need for information technology training for students and personnel.

MJC is committed to assessing the needs and providing training to personnel and students related to information technology. The College Technology Plan demonstrates this commitment through three major objectives:

* Objective 1.1 Develop, administer, and evaluate a survey about technology training needs
* Objective 1.3 Coordinate and assess technology trainings to develop a culture of technology competency
* Objective 5.2 Support technology competency for MJC students, including the use of technologies in careers (CTC Plan, p. 9, 13)

The CTC Plan directly supports the priorities of the Education Master Plan that includes the development of a workgroup to research effective models for student technology and information literacy. (EMP, p. 27)

2. The institution allocates resources for information technology training for faculty, students, and staff.

College departments and service areas receive specialized technology training specific to their responsibilities and tools. Student Financial Services staff have annual training to facilitate accurate processing of financial aid in alignment with the current regulations. (Evidence from Peggy) Library staff who use WorldSHare Management System software can hone existing skills or learn new ones by viewing online training videos and participating in webinars at any time. (<http://www.oclc.org/support/home.en.htm>l ) Faculty and administrators received training on eLumen in 2016 when the College implemented the software platform for learning outcomes management. (Training announcements from Nita Gopal)

Faculty engage in technology training as FLEX opportunities, through Lynda.com and the online faculty training program. FLEX opportunities allow faculty to choose the technology training that best meets their professional development goals and support effective instruction using the latest technology tools. (FLEX schedule of training) The online learning department provides comprehensive faculty training in pedagogy and technology of distance education. (<http://www.mjc.edu/instruction/online/>, <http://www.mjc.edu/instruction/online/facultyresources.php>) The course design coordinator provides two tiers of online faculty training. The first level certifies faculty as prepared to teach online for Modesto Junior College. The second level certifies faculty as master level online instructors. (email from Mike announcing courses ) A large and growing menu of locally developed tutorial videos are available online to assist faculty in resolving frequently encountered challenges in the online classroom. (<http://www.mjc.edu/instruction/online/facultyresources.php>  ) Assistance is provided 24/7 via phone and email to immediately assist with technology issues in support of student learning. ( <http://www.mjc.edu/instruction/online/index.php> )

Employees are provided technology training through an extensive array of workshops and online training modules. Online training developed for the financial module of the enterprise system to meet the needs of new employees and those seeking to upgrade their skills is presented in the Fiscal Classroom. (Fiscal Classroom new employee <https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_newemployee>, existing employee <https://www.yosemite.edu/fiscalclassroom/fiscalclassroom_employeereview> ) Employees can access the full slate of technology training available online through Lynda.com and there are many workshops presented on campus by ITS staff to assist staff in transitioning to software updates. (sample announcements). Staff are encouraged to take courses at MJC that align with their educational and professional goals. Employees are eligible for registration fee reimbursement upon successful completion of their course. (evidence? form?)

Data collected on student use of library computers was used to develop an FAQ document. (Library FAQs) This innovation by a lab aide has transformed student worker training by aligning it directly with documented student computer use. ([Lab Aide Student Training Document](http://www.mjc.edu/general/accreditation/labaidestudenttraining.pdf)) To test whether students understand what lab workers have shown them, workers ask students to demonstrate what they just learned. Tutors assist students with new technologies supporting academic programs. ([tutor job description](https://www.mjc.edu/instruction/library/newtutorapplication.pdf), [tutor website](https://www.mjc.edu/instruction/library/tutoring.php)) Librarians provide workshops and courses on information literacy, internet research, research databases, NoodleTools, and Google. ([Library website](http://www.mjc.edu/instruction/library/), email announcements) (Ellen has copy of sample promotional flyer. Will get past sign-in sheets. April 2016 workshops will be evaluated by participants.)

Students are encouraged to take the Online Readiness Assessment to determine their preparedness for successful completion of an online course. (Online readiness diagnostic - <http://mjc.edu/instruction/online/readinessquiz.php> ) Students taking online courses can access help 24/7. (<http://www.mjc.edu/instruction/online/> , <http://www.mjc.edu/instruction/online/studentresources.php>) From the Canvas learning management system login page, students can click the help button to access the phone number for technical assistance provided by Instructure. ([screenshot of canvas login](http://www.mjc.edu/general/accreditation/canvaslogin.pdf)

<https://modesto.instructure.com/login/canvas>) Students can also find assistance in the Canvas Guides for their online and hybrid courses. (link to guides <https://community.canvaslms.com/community/answers/guides/>)

New and applying students have access to the Pathway Centers located on East and West Campus. Staff are available to assist with completion of the application, registration, and basic navigation of online college services and tools. (Pathway center website and/or flyer)  Students receive additional technology basics instruction in orientation and several guidance studies courses designed to support student success. (Orientation link, GUIDE 110, 111, 100 CORS)  
  
3. The institution regularly evaluates the training and technical support it provides for faculty and staff to ensure these programs are appropriate and effective.

Analysis and Evaluation:

The Education Master Plan and the College Technology Plan prioritize training and its evaluation. Both plans outline tasks in the next semesters to increase the effectiveness of technology professional development and student training. The online instruction department has a well deserved reputation on campus for providing excellent, timely, and targeted faculty technology training. (evaluation evidence; training content, course rubric). College personnel have a variety of online resources to access technology training. The College will enhance technology training through an Actionable Improvement Plan by developing a campus-wide process for assessing training needs, delivering targeted professional development, and evaluating the effectiveness of training. The College Technology Committee will develop a plan to address training needs for personnel by spring 2018.

**Standard III.C.5**

*The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard:

1. The institution has established processes to make decisions about the appropriate use and distribution of its technology resources.

2. The institution publicizes these policies and processes.

The Yosemite Community College District has delineated in policy and procedure the appropriate use of technology in the teaching and learning process. ([BP 3720](https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf))The administrative procedure outlines the ownership of the technology resources, the acceptable use, and privacy associated with the District resources. The policy and procedure inform College operations and practice are reviewed regularly. ([BP 3720](https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf)) New employees, and those transitioning to new positions, are granted access only to the systems and tools required to fulfill the responsibilities of their role. Managers complete and execute a form requesting access for employees, then submit to ITS for account management. (forms)

The classroom technology concerns including copyright infringement, copying, integrity of sources, allowable use of programs, unauthorized software access, and password protection are addressed in the administrative procedure. The procedure outlines the non-expectation of privacy and states that the District reserves the right to monitor use of technology resources. Employees and students are required to acknowledge the requirements in BP 3720 before initial login to their email account. (evidence?) Student authentication is required to access the learning management system in accordance with regulation and to maintain integrity of the learning environment. ([canvas login page](http://www.mjc.edu/general/accreditation/canvaslogin.pdf))

Analysis and Evaluation:

YCCD has policies and procedures in place to guide the use and access to technology in the learning process. Board Policy 3720 provides protections against abuse of the District technology resources and is reviewed regularly to ensure it meets the needs of the institution in light of ever evolving new technologies and regulations. ([BP 3720](https://www.yosemite.edu/trustees/board_policy/3720%20Computer%20and%20Network%20Use.pdf)) Adequate protections have been implemented to minimized violation of policies and procedures.

**Standard III: Resources**

**Standard III.D Financial Resources Planning**

**Standard III.D.1**

*Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance manages its financial affairs with integrity and in a manner that ensures financial stability.*

Evidence of Meeting the Standard:

1. The institution has sufficient revenues to support educational improvement and innovation.

2. The institution’s finances are managed with integrity in a manner that ensures financial stability.

3. The institution’s resource allocation process provides a means for setting priorities for funding institutional improvements.

4. Institutional resources are sufficient to ensure financial solvency.

Modesto Junior College is part of the Yosemite Community College District (YCCD), a two-college district.  Fiscal policies and procedures are codified as Board Policies (BP) and Administrative Procedures (AP) to guide the management of financial affairs in a manner that ensures financial stability and integrity in allocation of resources to Central Services and the Colleges. ([BP 6200](http://www.mjc.edu/general/accreditation/bp_6200_budget_planning.pdf), [6250](http://www.mjc.edu/general/accreditation/bp_6250_budget_adoption_and_administration.pdf), [6300](http://www.mjc.edu/general/accreditation/bp_6300_fiscal_management.pdf))([Link to BP website](https://www.yosemite.edu/trustees/boardpolicy)) The College’s unrestricted general fund is a proportional share of the YCCD state apportionment revenue and annual expenditure budget based on the District’s allocation model. ([Allocation Formula](https://www.yosemite.edu/fiscalservices/budget_files/allocation_formula_rev_01-15.pdf), [Allocation Model Analysis](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf), [2016/17 Final Budget)](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf)

For the fiscal year 2015-2016, the College’s total unrestricted fund budget was $54.6 million. ([2016/17 FInal Budget](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf))  This budget funds the general operating expense of the institution.  For fiscal year 2016-2017, the college total unrestricted budget is $56.2 million.([2016/17 Final budget](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf)) Personnel costs budgeted at $53.0 million comprise 94% of the college’s unrestricted fund budget. ([IIID6](https://www.yosemite.edu/fiscalservices/budget_files/2016-17%20Final%20YCCD%20Budget%20Review.pdf)) The remaining $3.2 million (6%) is allocated for supplies, materials, services, capital outlay, and other outgo. ([IIID6](https://www.yosemite.edu/fiscalservices/budget_files/2016-17%20Final%20YCCD%20Budget%20Review.pdf)) It is important to note that some direct College costs are funded at the District level including utilities. The increase in the unrestricted budget from prior year levels is a direct result of a state allocation of one-time funds that were received by YCCD. The college receives restricted funds for state-funded categorical programs, college based revenue such as parking and health fees, and grants. (Fund 12 budget 2016/17, Grant list from Jenni) The unrestricted and restricted budgets combine to provide the College the resources to support and sustain student learning programs and services and improve institutional effectiveness.

In November 2004, voters approved Measure E, a general obligation bond to improve and construct educational facilities at Modesto Junior College and Columbia College.  Modesto Junior College’s share of Measure E is approximately $220.1 million. ([IIID7](https://www.yosemite.edu/bond/)) With this revenue, the college has been able to fund twenty eight projects from its *Facilities Master Plan*, including a new Science Community Center, Agriculture Center for Education Pavilion, Center for Advanced Technologies, Student Services Building, and roadway improvements.([IIID8](https://www.yosemite.edu/bond/mjc/))

In addition to unrestricted and restricted general fund budgets, the college also relies on restricted funds including grants to support its mission. All grants are developed to directly support the mission and priorities of the college. Grant planning includes faculty and staff who will ultimately implement projects. (Grant approval form) Examples of funded grants that support the College mission include:

* A five-year, $2.6 million Developing Hispanic-Serving Institutions (Title V) grant from the U.S. Department of Education to remove academic, procedural, and physical barriers for students. The grant is providing resources to analyze and streamline processes, renovate space to improve direct services, and develop new curriculum and instructional delivery methods to support student achievement.
* $4.3 million Hispanic-Serving Institution STEM and Articulation grant from the U.S. Department of Education to improve resources and support for students pursuing a STEM pathway.  Outcomes from this grant increased access and service to students through a remodel of the West Campus Library to include a STEM Center, seven student collaboration rooms with state-of-the-art technology, and expanded tutor training.
* A $900,000 Irrigation Technology grant from the National Science Foundation to develop an academic program that prepares students to design and manage the complex operations of agriculture irrigation, particularly important in the Central Valley of California.
* A $100,000 grant from the National Endowment for the Humanities to explore the culture of the Central Valley and design new curriculum that reflects the lives of students who sit in MJC classrooms.
* Three long-running TRiO grants that serve underrepresented, first-generation students. This pipeline provides a model program for assisting students to complete college. TRiO students have the highest graduation and transfer rate on campus.

At the February 2017 meeting, the Board of Trustees reviewed a report from the YCCD Grant Development office listing a total exceeding $3.3 million in grants received by the College in recent months [<http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AHWLL6570789/$file/GrantActivity_2017-02-08_BOTmtg.pdf>]

The District follows established policy and procedure, regulations, and accepted accounting practices in managing resources. ( [District Audit report](https://www.yosemite.edu/fiscalservices/audit_reports/).  [District budget](https://www.yosemite.edu/fiscalservices/budget_files/2015-16_amended_final_budget.pdf)  [Resource Allocation Council](http://www.mjc.edu/governance/rac/).  [Evidence of RAC completing an allocation cycle](http://www.mjc.edu/governance/rac/documents/ielmallocationsummary20142015.pdf)) The District annual audit reports reflect the integrity of the institution’s financial management and stability. ([District Audit report](https://www.yosemite.edu/fiscalservices/audit_reports/))

5. The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.

6. Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

The College has provided targeted resources to build the baccalaureate program, including a dedicated program director (xx FTE), a part-time Administrative Specialist (.50 FTE), and direct oversight by the Dean of Allied Health. (evidence of personnel) Program personnel established a campus-wide task force to provide feedback and assistance in the multi-faceted needs of a new program, including new student services, eligibility criteria and application processes, and financial aid requirements. (need page of student services; <http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/requirements.php>; [http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/application.php /](http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/application.php%20/) ; <https://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/application.php/#FinancialAid>) Program faculty developed a comprehensive list of equipment and teaching materials for the program, which will be funded by the Chancellor’s Office start-up allocation. (evidence - Al) The need for a full-time faculty member for the program was prioritized through the regular College hiring prioritization process. (2016-17 IC minutes) Ongoing personnel costs for the program will be funded by program enrollment.

Analysis and Evaluation:

Modesto Junior College manages its financial resources in an effective manner that is mission focused.  The College has consistently demonstrated the ability to maintain a fiscally balanced budget.  The College had a balanced budget heading into the 2016-2017 fiscal year and will continue to support the educational needs of the students and community.

The College has developed a proactive and effective Grants and Resource Development Office which has produced sustainable and mission-focused alternative revenue sources to support college goals. (Grant list)  External revenue is used to address identified needs in support of the College’s Strategic Plan and Educational Master Plan in support of student success and completion.

The baccalaureate program resource needs are embedded in College processes. Start-up program costs are appropriately funded by the Chancellor’s Office one-time allocation for Colleges in the baccalaureate pilot program.

**Standard III.D.2**

*The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard:

1. The institution reviews its mission and goals as part of the annual fiscal planning process.

2. The institution identifies goals for achievement in any given budget cycle.

3. The institution establishes priorities among competing needs so that it can predict future funding. Institutional plans exist, and they are clearly linked to financial plans, both short-term and long-range.

4. The financial planning process relies primarily on institutional plans for content and timelines.

5. The institution can provide evidence that past fiscal expenditures have supported achievement of institutional plans.

6. The governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning.

7. The ending balance of unrestricted funds for the immediate past three years is sufficient to maintain a reserve needed for emergencies.

8. The institution’s process for receiving revenues does not pose cash-flow difficulties. When there is a cash-flow issue, the college has a process to rectify those difficulties.

9. The institution has sufficient insurance to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient reserves to handle financial emergencies.

MJC maintains the college mission at the forefront of annual fiscal planning through review of the mission statement and inclusion of the mission statement on participatory governance council agendas. ([RAC agendas](http://www.mjc.edu/governance/rac/minutesagendas.php), [CC agendas](http://www.mjc.edu/governance/collegecouncil/minutesandagendas.php), mission statement revision at CC spring 2016) The updated MJC Strategic plan introduces strategic directions that serve as college goals, which in concert with the Education Master Plan, inform financial planning and decision-making for the College. ([Strategic plan](http://mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf), [EMP](http://www.mjc.edu/general/accreditation/emp/educationalmasterplan_17-22_final.pdf)) Resources are allocated to programs and services through an integrated unit planning process of program review, the primary vehicle for identification of program and area needs.  (PR Samples, timeline, $, guiding principles)

Instructional departments, service areas, and administrative units complete program reviews to evaluate effectiveness leading to improvement.  These reviews delineate alignment with the College’s mission and strategic directions, highlight areas of strength, describe the findings of student learning assessment, and list resources needed to make improvements via staff, equipment, or services. (Sample PR from instruction, student services and admin unit) Personnel decisions, funding allocations, facilities improvement, and technology purchases are initiated through program review.

Items listed in program reviews are prioritized at the department and division levels. (IELM Request list with ranking) Compiled reports from program reviews are provided to assist the Resource Allocation Council in the process of annual budget development and resource allocation. (Sample spreadsheet of IELM requests) The program review purchase request list also provides the College with valuable data to predict its future funding needs. If an existing funding source is not available to achieve a college priority, alternative sources of future funding are pursued, as was the case with the Title V Removing Barriers grant described in the previous section.

The college general fund budget is built around an annual FTES target [Ev-Mary’s FTES target sheet].  The college uses data and reports available through its Colleague system and the California Community Colleges Chancellor’s Office to carefully manage student enrollment and monitor budget expenditures in order to achieve its enrollment goal while staying within its financial means. The ending balance of the previous three years is sufficient to maintain a reserve needed for emergencies and exceeds the 10% reserve established in Board Policy. ([District budget](https://www.yosemite.edu/fiscalservices/budget_files/2015-16_amended_final_budget.pdf) and [audit report](https://www.yosemite.edu/fiscalservices/audit_reports/), BP 10% reserve)

The YCCD Executive Vice Chancellor provides budget information to the Board of Trustees at regular Board meetings and study sessions.  Provided information consists of the tentative budget, final budget, and budget augmentations.([IIID13](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AA4T73703A73/$file/Tentative%20Budgets_2016-06-08_BOTmtg.pdf) ([IIID14](https://www.yosemite.edu/fiscalservices/budget_files/2016-17%20Final%20YCCD%20Budget%20Review.pdf)) ([IIID15](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AG5VW8827263/$file/AmendedBudget-2016-17_2016-12-14_BOTmtg.pdf)) Information on FTES revenue projections and on the college’s planned to actual FTES achievement is included in the report. ([IIID5](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf)) The MJC President provides updates on student enrollment and FTES projections to College Council, the campus, and District community linking budgetary decisions to institutional planning. (MJC Reflections with enrollment, College Council website with Enrollment reports, [College Council minutes](http://mjc.edu/governance/collegecouncil/minutesandagendas.php))

The YCCD Board of Trustees approves Modesto Junior College’s annual budget and the YCCD’s external audit reports in an open public session. (Board minutes February or January) Representatives from each of the college’s constituent groups are in attendance at the board meeting.  Board minutes are available on the YCCD website and the Executive Vice Chancellor posts audit and budget information on the YCCD Fiscal Services website. ([IIID16](http://www.boarddocs.com/ca/yosemite/Board.nsf/vpublic?open)) ([IIID17](https://www.yosemite.edu/fiscalservices/))

Budget information is regularly included on the College Council agenda. Council. (CC agendas/minutes with budget)  Members of the council report information back to their stakeholders, gather input from their constituents, and return to College Council for further discussion. The minutes from the College Council meetings are posted on the college website and available to the campus and community at large (CC minutes).

Detailed financial information is available to all departments through the college’s Colleague financial information system and a multitude of reports. Managers and staff have access to financial information and reports at the department, division, and college levels. The YCCD Accounting Office provides, on the YCCD intranet, a budget summary tool providing users with a concise view of the budget.([IIID19](https://www.yosemite.edu/accounting/))

The Office of Fiscal Services ensures a sufficient reserve balance for emergencies, and insurance coverage to protect the District. (need evidence) The YCCD is a member of a joint powers agency called the Valley Insurance Program JPA (VIPJPA). [(VIPJPA website)](http://www.vipjpa.org/) Community college districts in the Central Valley of California created the VIPJPA in 1986 to provide a pooled approach to insurance. The net assets of the VIPJPA as of June 30, 2015 were $16,542,239. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf)) The VIPJPA currently consists of three members and maintains pooled coverage programs for workers’ compensation, general/employment practice liability, property, and auto physical damage insurance. Since October 1, 2010, the VIPJPA has been administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services. ([VIPJPA website](http://www.vipjpa.org/))

Analysis and Evaluation:

Financial planning and associated resource allocation is integrated into the college planning processes and aligned with its mission and goals. (EAV, $) The Resource Allocation Council has developed guiding principles that effectively support budget development and resource allocation decision-making in times of expansion and contraction. (Guiding Principles) The College’s resource allocation process is designed to support the achievement of its plans and goals through funding of needs identified through the program review process. (IELM funded list)

The District and College have a variety of financial controls in place to ensure fiscal stability including  Board Policies and Administrative Regulations guide the budget development process. ([BP 6200](https://www.yosemite.edu/trustees/board_policy/6200%20Budget%20Planning.pdf), [BP 6250](https://www.yosemite.edu/trustees/board_policy/6250%20Budget%20Adoption%20and%20Administration.pdf)) These guidelines are enforced through the District’s enterprise software, Colleague. The workflow for requisitions and expenditures requires approval at the budget manager level, the College VP level, and ultimately by the District Controller before any expenditure can be made. The effectiveness of these financial controls is evidenced in The Annual Budget and Financial Report.  (Annual Budget and Financial Report CCFS-311)

The District’s conservative approach to fiscal management and strong reserves serves to negate cash-flow difficulties stemming from process of receiving revenues. ([audit report](https://www.yosemite.edu/fiscalservices/audit_reports/) and financial reports) The District has sufficient insurance to cover its needs. Those areas covered by self-funded insurance are supported by sufficient reserves to handle financial emergencies.

**Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard:

1. Institution has established processes for financial planning and budget development, which are made known to college constituents.

2. The college’s mechanisms or processes are used to ensure constituent participation in financial planning and budget development.

The District and College follow clearly defined policies and procedures for financial planning in budget development.([BP 6200](https://www.yosemite.edu/trustees/board_policy/6200%20Budget%20Planning.pdf), [6250](https://www.yosemite.edu/trustees/board_policy/6250%20Budget%20Adoption%20and%20Administration.pdf), EAV, $)  The allocation of resources to each the two colleges and Central Services, is established in the documented Resource Allocation Model. ([Allocation Formula](https://www.yosemite.edu/fiscalservices/budget_files/allocation_formula_rev_01-15.pdf), [Allocation Model Analysis](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf),) The Resource Allocation Model was developed by a participatory body, the Budget Allocation Taskforce. ([Budget Allocation Taskforce](https://www.yosemite.edu/fiscalservices/bat_files/), [Resource Allocation Model)](https://www.yosemite.edu/fiscalservices/bat_files/bat_recommendations-executive_summary.pdf)  Resource allocation to the colleges follows the budget timeline that is publicly available on the Fiscal Services website and distributed annually to the College. ([Budget Timeline](https://www.yosemite.edu/fiscalservices/budget_files/budget_planning_timeline.pdf)) The budget timeline is shared with the Resource Allocation Council, the college participatory governance council responsible for recommending the tentative budget to College Council. (RAC website with membership, CC agenda/minutes with budget)  Budget development at the College is completed within the timeline and submitted to Central Services. (EAV, $, )

MJC receives notice of the college’s initial budget allocation following review at District Council. At the College level, Modesto Junior College manages its allocation of financial resources in a manner to effectively fulfill the college mission and work toward achieving the strategic directions outlined in the MJC Strategic Plan. ([IIID1](http://www.mjc.edu/president/) , [IIID2](http://www.mjc.edu/governance/strategicdirections.php))   In order to ensure the college’s resources are aligned with the college mission, college budget development is completed through the governance structure. (EAV, $ Graphic, RAC minutes, College Council minutes) Utilizing the initial allocation, the college completes budget development in three distinct components; permanent personnel, Part-time/Overload budget (PTOL), and operational budgets.  The Vice President of College and Administrative Services (VPCAS) creates the tentative college budget and presents each distinct component to Resource Allocation Council (RAC) for review and approval. The budget is then forwarded to College Council for consideration. College Council reviews the tentative college budget and takes action to recommend the tentative budget to the President. (EAV, College Council minutes with budget approval)

The Executive Vice Chancellor uses the tentative college budget approved through the governance structure to complete the District’s tentative budget. In accordance with education code, the YCCD Board of Trustees adopts the tentative budgets. (BOT agenda/minutes with tentative budget approval) Upon adoption of the statewide budget, college allocations are adjusted accordingly and approved through the college governance structure in the same manor and assimilated into the District’s final budget and again reviewed for adoption by the governing board. (Final budget agenda/minutes BOT)

Resource allocations support the Strategic Directions by fulfilling resource needs identified in program review.  In addition to program review, departments have opportunity to submit Resource Allocation Requests for consideration. ($) This ensures that institutional needs, such as replacement of equipment in shared classrooms, are included in the budget development and resource allocation processes. Resource requests from program review and the Resource Allocation Request form must document the connection to the College’s mission and Strategic Directions. (program review form, Resource Allocation Request Form)  When making allocations, the Resource Allocation Council utilizes the Guiding Principles to establish priorities in alignment with the mission and strategic directions to evaluate requests and ultimately for allocation. (Guiding Principles, strategic directions, IELM funded list)

District Council is the districtwide participatory governance body that reviews the annual implementation of the Resource Allocation Model. ([District Council](https://www.yosemite.edu/chancellor/district_council/DC%20Statement%20of%20Principles%20rev01-17-14.pdf), DC agenda/minutes with tentative budget) The Resource Allocation Model distributes unrestricted general fund resources and serves to ensure allocation of resources through alignment with SB 361, the state’s funding formula. ([Allocation Formula](https://www.yosemite.edu/fiscalservices/budget_files/allocation_formula_rev_01-15.pdf), [Allocation Model Analysis](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf),)

Analysis and Evaluation:

The College’s financial planning and resource allocation are integrated in the planning process, as document in Engaging All Voices. The College’s processes for budget development and fiscal planning are clearly defined, including roles and responsibilities. *Engaging All Voices* delineates constituency representation for each of the College governance councils and the responsibility of each council in the integrated planning process. The College’s Resource Allocation Council is informed of statewide budgeting processes and documented District budget development processes and timelines. Within District processes and timelines, the College governance councils involved in budget development utilize the Strategic Directions and Educational Master Plan to drive decision-making.

At the department level, detailed financial information is available through the District’s enterprise resource planning system. The District utilizes a defined and document chart of accounts ([chart of accounts](https://www.yosemite.edu/controller/controllerfiles/Chart%20of%20Accounts.pdf)) that allows departments and the college to track expenditures as allocated to support the college mission.

**Standard III.D.4**

*Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard:

1. Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.

2. The institution establishes funding priorities in a manner that helps the institution achieve its mission and goals.

The college budget is developed through an iterative process launched with a salary and benefit review to ensure accuracy of accounts and staff information. Of the 2016-17 college general fund budget, 94% was committed to salaries and benefits with the remaining 6% budgeted for supplies, travel, maintenance, and other services. ([Annual Budget report slide 15](http://www.mjc.edu/general/accreditation/slide15.pdf), [2016-17 Resource Allocation Analysis](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf))

Resource Allocation Council (RAC) is the Council that establishes recommendations for the allocation of resources.([RAC website](https://www.mjc.edu/governance/rac/index.php), EAV) The direction of the RAC is based on eight guiding principles which include making resource allocation recommendations based on alignment with the college mission and goals and scholarship of teaching and learning, strategically allocating resources to strengthen learning and support services that improve student success, and using relevant, well-defined, agreed-upon data in a consistent manner for decision-making. ([IIID55](http://www.mjc.edu/governance/rac/index.php)) RAC receives the lists of needs identified through program review and prioritized by division. Upon receipt of the prioritized lists, the Resource Allocation Council reviews the compiled requests and determines resource allocation recommendations which are forwarded to the College Council. ([IIID54](http://www.mjc.edu/governance/collegecouncil/documents/ccm-2-9-15.pdf))

The Yosemite Community College District Executive Vice Chancellor provides regular reports to the YCCD Board of Trustees and college leadership about the status of state funding as well as annual budget assumptions and limitations ([IIID5](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf) [IIID23](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A6HQR863298F/$file/FinCond-311Q_2016-02-10_BOTmtg.pdf), [IIID24](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A8ZSTR6DF724/$file/CCFS311Q_2016-05-11_BOTmtg%20.pdf), [IIID25](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AD4P6E63121F/$file/ccfs311Q_2016-09-14_BOTmtg.pdf), [IIID26](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AEXMA859F784/$file/FinCond-311Q_2016-11-09_BOTmtg.pdf)). This information is widely shared at the college level and readily available to college planners. (College Council agenda/minutes with budget info, RAC agendas with state budget updates)  Additionally, there is access to financial information through the college’s financial management system, Colleague, for budget managers and administrative staff.

Budgets and expenditures information is available to all staff of the college from the Yosemite Community College District’s Fiscal Services intranet website and all management has access to run budget reports from Colleague. ([IIID17](https://www.yosemite.edu/accounting/)) The MJC Vice President of College and Administrative Services provides regular reports to President’s Executive Team, Deans’ Cabinet, Leadership Team, and Resource Allocation Council of expenditures and budget reports during the year. (Agendas/minutes of above)

Analysis and Evaluation:

Financial information is available to college faculty and staff, allowing plans to realistically reflect the college’s resource availability.  Institutional leadership regularly communicates projected and actual revenue and expenditure information to facilitate informed budgetary decision-making. (Minutes/agendas from College Council, RAC, Deans’ Cab, leadership team)

The processes for resource allocation are clearly outlined Modesto Junior College Budget Development & Resource Allocation Process. ([IIID11](http://www.mjc.edu/governance/rac/documents/budgetdevelopprocess.pdf)) This document is highly visible and is incorporated into the college culture.  All resource requests are linked to planning in support of the college mission. ([IIID10](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf))

**Standard III.D.5**

*To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard:

1. Funds are allocated in a manner that will realistically achieve the institution’s stated goals for student learning.

2. The institutional budget is an accurate reflection of institutional spending and it has credibility with constituents.

3. The institution reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs.

The annual District budget development process begins with prior year’s budget as a frame of reference. This provides opportunity for the College to review budget allocation as compared to expenditures and make adjustments in the budget development process to accurately reflect anticipated institutional spending. Since 2013/14, MJC focused budget development efforts to fully fund the cost of part-time and overload instruction. (Budgets from 13/14, 14/15, 15/16, RAC minutes) The 2016/17 College budget included an allocation of $2.2M toward part-time and overload instruction and associated benefits representing the estimated cost associated with delivering instruction to meet the FTES target. (2016/17 budget) The 2016/17 budget provides an accurate reflection of institutional spending building credibility with College stakeholders. The College relies upon a resource allocation process, grounded in program review and learning outcomes assessment evaluation, to fund department priorities including instructional equipment. ([$,](http://www.mjc.edu/governance/rac/documents/budgetdevelopprocess.pdf) [RAC website](http://www.mjc.edu/governance/rac/index.php), [IELM allocation](http://www.mjc.edu/governance/rac/ielm.php))

The responsible and appropriate use of the college’s fiscal resources is assured. Since 2003, Modesto Junior College and the Yosemite Community College District (YCCD) have used the Colleague financial information system to record financial data and also process financial transactions. Built within the system are multiple control mechanisms to assure the responsible and appropriate use of the college’s fiscal resources. For example, purchase requisitions are generated electronically in the Colleague system. (screenshot of requisition) Processing a requisition through the system requires a valid account number, available budget, and a multi-tiered approval. Budget transfers require review and approval by the manager of the department and the Vice President of College and Administrative Services. This can only be executed in the system by college administrative and YCCD fiscal services staff who by the nature of their position have been assigned a high-level security clearance. The system provides readily available real time financial data. All college staff can view financial information through on-screen viewing, system reports, or the use of a variety of reporting tools developed by the YCCD Accounting Office. ([IIID17](https://www.yosemite.edu/accounting/))

RAC reviews the College budget at multiple stages to evaluate the effectiveness of the institution’s fiscal planning. This review informs plans for current and future budget needs. (RAC budget review minutes)

Analysis and Evaluation:

The College’s budget managers and appropriate staff have ready access to Colleague’s dependable and timely information to guide their financial decisions. The College budget accurately reflects institutional spending and has credibility with constituents. Funds are allocated in a manner that supports achieving the goals for student learning.

System security clearances are controlled and assigned based on each individual’s job requirement.  The number of staff with a high level of system access is carefully limited.  The controls automated within the Colleague system and a strong system of internal controls applied to all financial transactions work together to ensure the financial integrity of the college and the YCCD. The College Resource Allocation Council reviews the budget multiple times during the academic year.

**Standard III.D.6**

*Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard:

1. Funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution’s stated goals for student learning.

2. The institutional budget is an accurate reflection of institutional spending and it has credibility with constituents.

The Yosemite Community College District (YCCD) Resource Allocation Model was revised in 2014-15 to align with SB361, California’s funding allocation model adopted in 2007 for community colleges. ([IIID18](https://www.yosemite.edu/fiscalservices/resource_allocation/resource_allocation_narrative_revised.pdf), [IIID4](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf)) Implementation of the alignment with SB361 began in 2015-16 and will take place over a three year period in order to provide time for the Colleges to adjust to the equalizing of their budget allocations. SB361 alignment will be ongoing with annual adjustments based on funded FTES, YCCD Central Services operating costs, state apportionment, and other changes in the general unrestricted fund revenue. ([III.D.4](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf)) The resource allocation model assures that the colleges receive what they earn after the cost of services provided by the YCCD Central Services office. Resource allocation model information is provided on the YCCD Fiscal Services website. ([District Resource Allocation Model](https://www.yosemite.edu/fiscalservices/resource_allocation/)). The model was designed to ensure that the College budgets reflect the apportionment earned through the state attendance model in a manner that will achieve the institution’s stated goals for student learning.

The YCCD’s financial statements are audited each year in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.  Annually, the YCCD is audited for compliance requirements described in Section 400 of the California State Chancellor's Office California Community College Contracted District Audit Manual (CDAM) that are applicable to community colleges in the State of California and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). ([IIID21](http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandardsandAccountibilityUnit/FiscalAccountability/ContractedDistrictAuditManual.aspx#CDAM_2016_FY_2015-16)) The YCCD received an unmodified opinion for the year ended June 30, 2016 and 2015, respectively. ([IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  Responses to audit deficiencies were prepared by the appropriate YCCD administrator and were included in the external auditor’s report.  The YCCD had one audit deficiency noted in both the fiscal year ended June 30, 2016 and 2015, respectively ([IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf)).These deficiencies have since been repaired. (evidence from IT)

The College budget is an accurate reflection of institutional spending. RAC is regularly informed of budget changes. RAC members regularly report summaries of RAC discussions to College constituencies, providing ongoing information and an opportunity for feedback. (RAC report-outs in Academic Senate, CC)

Analysis and Evaluation:

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.  The YCCD’s budget and actual activity meet the standard of allocating at least 50% of resources to direct instructional services. ([IIID20](https://www.yosemite.edu/fiscalservices/budget_files/ccfs_311_files/yccd_ccfs311_2015-16.pdf))  The unmodified audit reports are reflective of the YCCD’s financial documents, including budget, having a high degree of credibility and accuracy. College stakeholders are informed about the College budget status through regular reports from RAC members.

**Standard III.D.7**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard:

1. Information about budget, fiscal conditions, financial planning, and audit results are provided throughout the college.

2. Budget information, including the fiscal condition, financial planning, and audit results, is sufficient in content and timing to support institutional and financial planning and financial management.

3. The institution provides timely corrections to audit exceptions and management advice.

4. If the institution has received any audit findings or negative reviews during the last six years, they have been addressed in a timely manner.

The Yosemite Community College District takes pride in receiving consistent clean audit reports. In the three most recent annual audit reports, fiscal years 2013-2014 to 2015-2016, there was one non-compliance deficiency noted for Modesto Junior College in relation to a state funded program. ([IIID28](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2013-14.pdf), [IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf)) Once the issue was identified by the external auditors, the department quickly corrected the issue so the same deficiency was not noted in the external audit report the subsequent year. The Executive Vice Chancellor provides regular reports on the budget, fiscal conditions, and financial planning to the Board of Trustees. (BOT minutes – budget reports)

Analysis and Evaluation:

The College and YCCD are subject to an annual external audit. The audit reports are consistently unmodified and serve as evidence of the strong system of internal controls as well as appropriate use of financial resources. Responses to external audit findings are timely and comprehensive. The YCCD audit reports, including responses to deficiencies, are made widely available and are posted on the YCCD Fiscal Services website. ([IIID31](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/auditrpt_yccd), [IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond), [IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations))

**Standard III.D.8**

*The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard:

1. The institution’s special funds are audited or reviewed by funding agencies on a regular basis.

2. Audits demonstrate the integrity of financial management practices.

3. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. Bond expenditures are consistent with regulatory and legal restrictions.

4. The institution reviews its internal control systems on a regular basis. The institution responds to internal control deficiencies identified in the annual audit in a timely manner.

Financial management processes are reviewed after each audit to identify any areas where improvement can be made. (evidence?) The audit reports examine Yosemite Community College District and College financial management processes and provide, when necessary, recommendations to strengthen and improve the institution’s financial processes, internal controls, and accountability. Bond expenditures are regularly reviewed and are consistent with regulatory and legal restrictions. ([IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond), [IIID7](https://www.yosemite.edu/bond/)))

In addition to the annual external audit, the YCCD’s internal auditor reviews the college financial management practices and provides feedback and recommendations for improvement. ([internal auditor job description](https://www.yosemite.edu/hr/currentclassifications/management_files/internal_auditor_budget_analyst.pdf)) As an example, the internal auditor may review and make recommendations on cash handling procedures or operations at the College bookstore. (evidence)

Financial management of restricted funds is routinely reviewed by outside funding agencies to ensure compliance with applicable federal, state, and local regulations in the use of funds, allowable expenditures, and achievement of program goals. All federal and state grants awarded to the college are subject to an annual external evaluation as well as being included in the annual external audit of the YCCD. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf)) Financial management and internal control processes are a significant portion of the evaluation and audit and any recommendations would be cited in the evaluation along with deficiencies.

No deficiencies were noted for MJC in the most recent in the audit report. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  No recommendations have been cited regarding the financial management of the grants at Modesto Junior College. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

Analysis and Evaluation:

The college financial management system and practices are subject to ongoing assessment through the annual external audit and by the YCCD’s internal auditor. ([internal auditor job description](https://www.yosemite.edu/hr/currentclassifications/management_files/internal_auditor_budget_analyst.pdf),[IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  The college responds promptly to recommendations and feedback it receives during both audit processes.

**Standard III.D.9**

*The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard:

1. The institution’s level of unrestricted fiscal reserves is adequate to meet financial emergencies and unforeseen occurrences.

Year-end College and District budget balances are tracked and analyzed. To guard against unforeseen emergencies, the California Community College State Chancellor’s Office requires the community college districts to maintain a 5% reserve. ([IIID34](https://www.yosemite.edu/fiscalservices/budget_files/cc_finance/cc_finance_handbook_2016.pdf))  However, the Yosemite Community College District Board of Trustees provides a board directive to maintain District reserves at 10%. ([IIID35](https://www.yosemite.edu/trustees/SPECIAL%20PRIORITIES%2016-17.pdf))  The reserve is calculated against total unrestricted general fund expenditures. For fiscal year 2016-2017, the designed reserve for the YCCD was budgeted at $9.6 million. ([IIID15](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AG5VW8827263/$file/AmendedBudget-2016-17_2016-12-14_BOTmtg.pdf))  The YCCD ending unrestricted general fund balance for the past three years has been:

FY 2015/16      $17.4 million ([IIID36](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/ADJNVT616AAA/$file/Final-Budget_2016-09-14_BOTmtg.pdf))

FY 2014/15      $20.8 million ([IIID37](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/9ZWN6F5E301B/$file/2015-16%20Final%20Budget_2015-09-09_BOTmtg.pdf))

FY 2013/14      $20.6 million ([IIID38](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/9NCTEL75DDBA/$file/2014-15%20Final%20Budget_2014-09-10_BOTmtg.pdf))

Over the past three years, the College and District have worked diligently to reduce expenditures and align budgets with enrollment projections. ([IIID4](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf)) The majority of the College and District revenue is received through apportionment from the state. Federal funds are received through the revenue draw down process. District funds are held with the County of Stanislaus.  As of June 30, 2016, the cash and cash equivalents balance for the YCCD was $115,106,715, including general obligation bond cash. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

YCCD operates a Risk Management office to administer the District’s property, liability, and student insurance programs, ensure a safe environment for the community, and protect and preserve the District’s assets from adverse effects of physical and financial loss. The Risk Management Office works with the College, advising leaders regarding risks of activities and maintaining compliance with District policies. (https://www.yosemite.edu/riskmanagement/) YCCD is a member of a joint powers agency called the Valley Insurance Program JPA (VIPJPA), created by the Central Valley community college districts in 1986 to provide a pooled approach to insurance. [(VIPJPA website)](http://www.vipjpa.org/) The VIPJPA is administered by the Alliance of Schools for Cooperative Insurance Program (ASCIP) which provides resources to help members control risk and protect their assets with programs such as safety and loss control, structured return-to-work, nurse triage, and litigation management services. ([VIPJPA website](http://www.vipjpa.org/))

Analysis and Evaluation:

The College and District take a very conservative approach to fiscal management. ([IIID35](https://www.yosemite.edu/trustees/SPECIAL%20PRIORITIES%2016-17.pdf)) The District controller conducts a quarterly cash flow analysis in all funds to ensure the smooth operation of the College and YCCD. Due to the District’s strong cash flows, it has not issued a Tax and Revenue Anticipation Note (TRAN) in over a decade. The last Certificate of Participation (COP) held by the YCCD was paid down in 2005 and the District is well positioned to issue short-term debt for cash flow purposes, should it become necessary. With its strong cash position, it is unlikely YCCD will be required to seek debt financing.

The VIPJPA was granted Accreditation with Excellence by the California Association of Joint Powers Authorities effective December 12, 2009 for a period of three years. ([IIID39](http://www.cajpa.org/accreditation)) The VIPJPA is well capitalized with over $16 million in net assets. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf)) The liability program is funded at the 70% confidence level and the employment practices liability program is funded at the 80% confidence level. The workers’ compensation program is funded at the 80% confidence level. The VIPJPA purchases excess coverage from carriers that cover catastrophic events. The VIPJPA has an independent external financial audit each year and received an unmodified audit opinion, June 30, 2015. (([IIID31](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/auditrpt_yccd))

**Standard III.D.10**

*The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Evidence of Meeting the Standard:

1. The institution has established processes to assess its use of financial resources.

2. The institution demonstrates compliance with Federal Title IV regulations and requirements.

3. The institution ensures that it assesses its use of financial resources systematically and effectively.

4. The institution uses results of the evaluation as the basis for improvement.

The college undergoes annual fiscal audits.  All college funds, including those specific to financial aid, grants, externally funded programs, contracts, and auxiliary operations are subject to the annual external audit process. ([IIID31](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/auditrpt_yccd)) Measure E general obligation bond funds are independently audited annually and subject to the oversight of the Citizens Bond Oversight Committee. ([IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond), [IIID7](https://www.yosemite.edu/bond/))  The Modesto Junior College Foundation and Great Valley Museum Foundation also undergo separate annual external audits. ([IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations))  The college is subject to financial management review from external funders and must submit detailed financial reports on its use of and management of external funds.

The College complies with Federal Title IV regulations. (need narrative here – P. Fikse)

The Office of College and Administrative Services Division monitors college fund balances from previous and current years to determine if adjustments are required.([IIID40](http://www.mjc.edu/adminservices/))  College staff has access to financial reporting tools displaying budget to actual results.  The year-end closing process includes an examination of budget to actual and also resolution of any deficit balances.  As reported by Yosemite Community College District (YCCD), the state Chancellor’s Office’s website provides a five-year trend of the YCCD’s budgeted expenditures to actual, FTES generation, fund balances, and compliance with the 50% Law. ([IIID41](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Accountability/trends/1516/Yosemite%20CCD%20Fiscal%20Trend%20Analysis%2014-15.pdf))

Analysis and Evaluation:

The YCCD Board of Trustees and staff review audit reports and respond to any audit deficiencies in a timely manner, ensuring the deficiency is remedied and does not occur in the subsequent year.  The *Independent Auditor’s Report* for June 30, 2016, reported no deficiencies for Modesto Junior College. ([IIID31](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/auditrpt_yccd))  Likewise, there were no deficiencies reported in the external audits for Measure E, the Modesto Junior College Foundation, and the Great Valley Museum Foundation.

The College’s financial reports to external funders, such as federal and state government funding agencies have been accepted with no incidences of non-compliance or questionable costs. Financial aid policies comply with federal Title IV regulations. Across the board, the college applies sound financial management to all its funds and assets. The audit process is used as an evaluation of fiscal procedures and practices and is the basis for process refinements.

**Standard III.D.11**

*The level of financial resources provides a reasonable expectation of both shortterm and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard:

1. The institution has a process to conduct short-term and long-term fiscal planning and develop priorities.

2. The institution has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc. this information is used in short-term or annual budget and other fiscal planning.

3. The institution allocates resources to the payment of its liabilities and funds/reserves to address long-term obligations. Resources are directed to actuarially developed plans for Other Post-Employment benefit (OPEB) obligations.

Modesto Junior College’s long-term planning is rooted in its mission and focused on increasing student success. (Mission, SEP, SSSP, Strategic Plan, EMP) These plans are informed by the annual review of Institution Set Standards and IEPI Goals, the *Student Success Scorecard,* and other sources such as CTE Perkins Core Indicators, and additional course and program level college data. (IEPI Goal document, Scorecard, Perkins Core Indicators, Research website) Fulfillment of its mission and goals is contingent upon short- and long-term financial solvency. College leaders work creatively to leverage funding opportunities to maximize results, yet work cautiously to ensure long-term viability of college programs and initiatives. Strategic plans for Distance Education, Student Equity, Student Success and Support, and the Removing Barriers grant support the College’s Education Master Plan and include activities and budgets to meet short- and long-term goals. (DE goals, Technology goals, Student Equity budget, SSSP budget, Title V budget)

MJC benefits from District participation in the development of plans for meeting major long-term priorities such as retiree health benefit liability, faculty banking, capital improvement, compensated absences, and pension rate increases.  Implementation and oversight responsibility for these programs primarily rests with the District. ([Faculty Banking 2016 Spring Summary](http://www.mjc.edu/general/accreditation/2016springfacultybankingsummary.pdf), Fiscal Services website, EVC Job Description, Controller job description, internal auditor job description)

In addition to Other Post-Employment Benefits (OPEB, Standard III.D.12), a load banked leave program is provided to the YCCD permanent faculty members.  The maximum credit that may be earned is six hours for any semester term and nine hours total per year.  No more than an amount equivalent to a faculty member’s semester load may be accumulated.  Each semester, an accounting entry is made to transfer the faculty member’s equivalent current cost of banked hours from the responsible college department to a restricted faculty banking account.  A cash transfer is made to the restricted account and interest is credited on a quarterly basis.  Upon approval of a faculty member to use their banked leave, the faculty replacement cost is charged to the restricted faculty banking account. (banked leave sent by IO to Vicki )

In November 2004, the YCCD successfully passed Measure E and obtained authorization from voters to issue up to $326,174,000 in general obligation bonds to fund school construction projects.  As required by Proposition 39, a 15-member Citizens’ Bond Oversight Committee was established to oversee the use of Measure E funds.  The debt service to repay the general obligation bonds is derived from the secured and unsecured property taxes charged to the YCCD’s property owners, based on assessed valuations.  YCCD staff work closely with Kitchell CEM, the contracted program and construction management team, to monitor construction budget and control expenditures.  In the current economic environment, bids are routinely coming under budget, providing savings to be reallocated to other Measure E approved projects. ([IIID7](https://www.yosemite.edu/bond/))

Through the contract negotiation and meet and confer process, the YCCD has been able to implement a process to limit the amount of accrued vacation for classified and management employees. ([IIID47](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf), [IIID48](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf)) For classified employees, vacation leave in excess of the number of hours earned in the current fiscal year are not allowed to be carried over into the subsequent year unless the YCCD does not permit the employee to take their vacation during the fiscal year.  If the YCCD does not allow the vacation to be taken, then the employee can rollover the excess into the subsequent fiscal year or receive a cash payout for the excess hours.  For management team members, a team member cannot accrue vacation in excess of 336 hours.  In recent years, the YCCD was able to significantly reduce the number of employees with excess vacation thus reducing the YCCD compensated absences liability from $3,548,188 to $2,337,705. (Ev-IIID57[IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

In April of 2016, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer a trust fund through the Post-Employment Section 115 Trust program for the YCCD’s Pension Rate Stabilization Program. ([IIID49](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A84MVG5CD420/$file/Resolution%2015-16-03-PRSP_2016-04-13_BOTmtg.pdf))  The YCCD’s ongoing pension rate increase is likely to cost an estimated $6 million. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  In June 2016, approximately $6.3 million was transferred to the new trust fund with the intention of offsetting the annual increase through 2021.(IIID58)

The YCCD holds a 10% reserve to guard against unforeseen fiscal threats in the general fund as directed by the YCCD Board of Trustees. ([IIID35](https://www.yosemite.edu/trustees/SPECIAL%20PRIORITIES%2016-17.pdf)) The amount is above the minimum level of 5% required by the California Community Colleges State Chancellor’s Office.

Analysis and Evaluation:

The College mission and strategic plans drive planning initiatives at the institution, including fiscal planning and external grant funding.

As part of the sound financial management practices by the YCCD, long-term liabilities and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and YCCD. Annual independent financial and performance audits are performed on Measures E expenditures which is in compliance with Proposition 39.  Included in the financial audit is an analysis and disclosure of the long-term liability activity.  Outstanding balances are audited and a report is submitted to the YCCD Board of Trustees and the Citizens’ Bond Oversight Committee.  There have been no deficiencies noted in the independent auditor’s report on Measure E funds. ([IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond))

The YCCD is taking steps necessary to stabilize the rising costs associated with the pension rate increases.  The YCCD has identified one time funding sources that will fund the annual increased costs which have been transferred to a trust fund and are currently working to identifying ongoing funding sources to support the pension increases once the trust funds have been exhausted.

The YCCD also ensure the fiscal stability of the college by setting aside a 10% general fund reserve annually as the YCCD’s budget is prepared. ([IIID35](https://www.yosemite.edu/trustees/SPECIAL%20PRIORITIES%2016-17.pdf))

**Standard III.D.12**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard:

1. The institution fully funds its annual OPEB obligation (annual required contribution [ARC]).

Modesto Junior College participates in the development of plans for meeting major long-term priorities; however, implementation and oversight responsibility primarily rests with the Yosemite Community College District.

The District’s retiree health benefit liability was assessed through a series of actuarial studies during the 1990s.  The YCCD has been very proactive in implementing a plan to meet its post employee benefit liability.  In 1998, ten years before the implementation of the Government Accounting Standards Board (GASB) Statement No. 45 regarding the calculation and reporting of liabilities associated with other post employment benefits (OPEB), the YCCD made its first contribution toward funding the existing retiree health benefit liability. (GASB 45 link)  At the same time, the YCCD began making normal cost contributions to the fund, on behalf of the active employees to fund the future cost of their health benefits.

For the YCCD, OPEB are the health benefits promised to employees upon retirement.  In March of 2008, the YCCD Board of Trustees approved an agreement with Public Agency Retirement Services (PARS) to administer an irrevocable trust fund through the California School Boards Association GASB 45 Solutions program for the YCCD’s OPEB liability. (BOT minutes 3.12.08)

Since 1998, the YCCD had accumulated $14,943,947 in an account for the purpose of funding the retiree health benefit liability.  On June 1, 2009, the YCCD transferred these funds into the PARS irrevocable trust fund.  The YCCD continues to pay into the trust an actuarial computed amount for the normal cost and an actuarial computed amount for the unfunded liability. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  As of June 30, 2016, there remained approximately $3.8 million to fund. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

Analysis and Evaluation:

As part of the sound financial management practices by the YCCD, long-term liability and obligations are clearly identified and plans developed and implemented which help to maintain the fiscal stability of the college and YCCD.

The *Independent Auditor’s Report* for the fiscal year ending June 30, 2016 found the YCCD to be in compliance with GASB 45. ([IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))  The YCCD continues to have actuarial studies conducted every two years to update the retiree health benefit liability and report on the progress the YCCD is making to comply with GASB 45.  Progress has also been made by the YCCD to recognize, address, and fund the liability that exists for retiree health benefits.  It is anticipated the liability will be fully funded in 2028.

**Standard III.D.13**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard:

1. The institution determines the level of locally incurred debt and makes appropriate plans to address the debt.

2. The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current fiscal obligations.

Modesto Junior College and the Yosemite Community College District have no locally incurred debt instruments.

Analysis and Evaluation:

Since Modesto Junior College and the Yosemite Community College District have no locally incurred debt instruments, this portion of Standard III.D. does not apply to Modesto Junior College.

**Standard III.D.14**

*All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard:

1. The institution has an annual assessment of debt repayment obligations, and resources are allocated in a manner that ensures stable finances.

2. The institution ensures that the financial operations of all auxiliary activities are appropriately monitored.

All funds at Modesto Junior College undergo an annual external audit.  This includes, but is not limited to, financial aid, grant funds, auxiliary funds, fund-raising donations, and Measure E general obligation bond funds. (evidence of external audits) As part of the annual audit process, Measure E general obligation bond funds undergo a financial and performance audit. ([IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond)) The Modesto Junior College Foundation and Great Valley Museum Foundation are also audited annually as part of the external audit process. ([IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations))

Measure E resources fund facilities projects found in the college Facilities Master Plan and Campus Master Plan, both of which are integral planning components of the college Strategic Plan. ([IIID12](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf), ([IIID46](https://www.yosemite.edu/bond/mjc/MJC%20Master%20Plan%20Update_FEB%2009.pdf), [IIID10](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf))  The appropriate use of Measure E bond funds are subject to the annual independent audit process and there have been no deficiencies reported. ([IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond))

The Modesto Junior College Foundation operates as a separate 501(c)(3) to raise and manage funds for the benefit of the college and its students.  It receives private donations and raises funds through a select number of fundraising events.  The Modesto Junior College Foundation is subject to an annual independent audit and there have been no audit deficiencies noted in the past three years. ([IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations))

The Great Valley Museum Foundation operates as a separate 501(c)(3) to raise and manage funds for the procurement and extension of financial support toward the maintenance and modification of the Great Valley Museum of Natural History’s facilities which includes a nature gift shop.  It receives private donations and raises funds through a select number of fundraising events.  The Great Valley Museum Foundation is subject to an annual independent audit and there have been no audit deficiencies noted in the past three years. ([IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations))

The college auxiliary and student funds are used to enrich student life and support student learning, as articulated by the college mission, vision, core values, and goals. Incorporated into the YCCD accounting system, these funds are subject to the same high standard of financial management as applied to all college funds. There have been no audit deficiencies noted for the past three years associated with auxiliary or student funds. ([IIID28](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2013-14.pdf), [IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

Along with the annual external audit, many special funds such as federal financial aid and grant funds are subject to local or governmental agency reporting requirements and additional compliance testing during the audit process. There have been no compliance exceptions issued or deficiencies reported regarding the financial management of these funds. ([IIID28](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2013-14.pdf), [IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

Analysis and Evaluation:

As the excellent external audit reports reveal, all funds at Modesto Junior College are effectively managed with integrity in a manner that is compliant with federal, state, county, and local rules, regulations, and laws.  The use of these funds are subject to the same internal controls and oversight as well as other funds and accounted for within the YCCD’s Colleague financial information system.

The use of special funds is tied to the college strategic planning process and used by the associated college departments to support unit plan projects and activities. The college grant development process does not allow the pursuit of external funding for projects that are not consistent with the college *Education Master Plan* and unit planning process. ([IIID9](http://www.mjc.edu/general/accreditation/emp/), add Grant approval form) The use of foundation funds is subject to review by the college leadership to ensure the use of these funds remains consistent with the mission and goals of the college.

**Standard III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard:

1. The institution’s three-year default rate is within federal guidelines.

2. The institution has a plan to reduce the default rate if it exceeds federal guidelines.

3. Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with Federal Regulation.

Student loan default rates, federal student financial aid revenue, and student financial aid disbursement processes are consistently monitored to ensure compliance with federal regulations.  The Modesto Junior College Student Financial Aid department and the Yosemite Community College District (YCCD) Accounting Department ensure the appropriate segregation of duties during the student financial aid disbursement cycle so the college maintains compliance with Title IV requirements. Student eligibility is determined by the college Student Financial Aid department while fund management is handled by the YCCD Accounting and Accounts Payable departments. The YCCD Accounts Payable department disburses student financial aid funds through the third party administrator, BankMobile, formerly known as Higher One, and funds are received by the Accounting Department. ([IIID22](http://www.mjc.edu/studentservices/finaid/bank_mobile_agreement.pdf)) MJC’s Student Financial Services reconciles student financial aid activity is reconciled and the YCCD Accounting Department.

Student financial aid activity is audited every year by the external auditors. The three previous *Independent Auditor Reports* did not identify compliance deficiencies related to the disbursement of student financial aid.([IIID28](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2013-14.pdf), [IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf), [IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf))

The only form of loans disbursed by Modesto Junior College are student nursing loans. The College’s federal loan default rate is currently zero. (evidence request from Peggy [SS1])  The college’s U.S. Department of Health and Human Services Health Resources and Services Administration default rate was 3.32% for fiscal year 2015-16. (evidence request from Vicki SS2] )  The YCCD Accounting department works diligently with students to establish payment plans that are realistic so students can pay off their student loan debt and the college can maintain a low loan default rate.

Analysis and Evaluation:

The college works in conjunction with the YCCD Accounting department to ensure it remains in compliance with federal and state regulations related to the administration of student financial aid.  If non-compliance deficiencies are identified by the external auditors or funding agencies, the college and YCCD would work diligently to correct the issue in a timely manner.

**Standard III.D.16**

*Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard:

1. Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with Federal Regulation.

All proposed contracts undergo review and approval.  Contractual agreements with third party entities are typically initiated at the department or division level, in order to achieve unit plan or college-wide planning goals.  Proposed contracts are reviewed and require approval by the appropriate dean, vice president, and president. Properly approved contracts are forwarded from the college to the Yosemite Community College District (YCCD) Executive Vice Chancellor’s Office to be processed and executed.

According to YCCD Board Policy 6340, the Board delegates authority to the Chancellor the authority to enter into contracts on behalf of the YCCD.([IIID50](https://www.yosemite.edu/trustees/board_policy/6340%20Bids%20and%20Contracts.pdf)) Board Resolution No. 15-16.06 designates the Chancellor, Executive Vice Chancellor, and Vice Chancellor as the official signers of contracts for the YCCD.([IIID51](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AA3U8Q7A77CD/$file/Resolution-AuthorizingSignatures_2016-06-08_BOTmtg.pdf)) YCCD procedure requires all business and educational contracts to be processed through the YCCD Executive Vice Chancellor’s Office for signature. In an effort to ensure the college presidents are involved in the process of contracting for services, materials, leases, and equipment, a cover sheet with the appropriate approvals is forwarded with the contract to the YCCD Executive Vice Chancellor’s Office. ([IIID52](https://www.yosemite.edu/riskmanagement/contracts/contractforms_file/Contract%20Cover%20Sheet.pdf))

YCCD Board Policy 6330 requires the board to review and approve all contracts greater than $10,000 every 60 days. ([IIID53](https://www.yosemite.edu/trustees/board_policy/6330%20Purchasing.pdf)) Contracts are reviewed at the YCCD level for risk exposure by the YCCD Risk Management Office.  On an as needed basis, legal counsel reviews contracts.

Analysis and Evaluation:

The college and YCCD have a systematic process in place to maintain the integrity of the institution including Board policies that govern contractual agreements. (BP6340, BP 6330) Appropriate control is maintained by limiting the authority to approve and execute contracts to top-level college and YCCD personnel. Board policy requires all contracts to be consistent with college and YCCD mission and goals.

**Standard III.D. – List of Evidence**

[IIID1](http://www.mjc.edu/president/)    Mission Statement

[IIID2](http://www.mjc.edu/governance/strategicdirections.php)    Modesto Junior College Strategic Directions

[IIID3](https://www.yosemite.edu/fiscalservices/budget_files/allocation_formula_rev_01-15.pdf)    YCCD Budget Allocation Model Summary Sheet

[IIID4](https://www.yosemite.edu/fiscalservices/resource_allocation/Resource_Allocation_SB361_2016-17_revised.pdf)    YCCD Resource Allocation Model Analysis

[IIID5](https://www.yosemite.edu/fiscalservices/budget_files/2016-17_Final-Budget.pdf)    YCCD 2016-2017 Final Budget

[IIID6](https://www.yosemite.edu/fiscalservices/budget_files/2016-17%20Final%20YCCD%20Budget%20Review.pdf)    YCCD Final Budget Review 2016-2017

[IIID7](https://www.yosemite.edu/bond/)    Measure E Bond Program Information

[IIID8](https://www.yosemite.edu/bond/mjc/)    Modesto Junior College Bond Projects

[IIID9](http://www.mjc.edu/general/accreditation/emp/)    Modesto Junior College Educational Master Plan Webpage

[IIID10](http://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf) Modesto Junior College Strategic Plan 2016-2021

[IIID11](http://www.mjc.edu/governance/rac/documents/budgetdevelopprocess.pdf) Columbia College Technology Plan

[IIID12](https://www.yosemite.edu/bond/mjc/MJC%20Facilities%20Master%20Plan%20%20FINAL%2081308.pdf) Modesto Junior College Facilities Master Plan

IIID13

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[IIID15](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AG5VW8827263/$file/AmendedBudget-2016-17_2016-12-14_BOTmtg.pdf) 2016-2017 Amended General Fund Budget, YCCD Board of Trustees Agenda, 12-14-16

IIID16

[IIID17](https://www.yosemite.edu/accounting/) YCCD Fiscal Services Accounting Webpage

[IIID18](https://www.yosemite.edu/fiscalservices/resource_allocation/resource_allocation_narrative_revised.pdf) Resource Allocation 2016-2017 (SB361)

[IIID19](https://www.yosemite.edu/fiscalservices/) YCCD Fiscal Services Webpage

[IIID20](https://www.yosemite.edu/fiscalservices/budget_files/ccfs_311_files/yccd_ccfs311_2015-16.pdf) CCFS 311 2015-16

[IIID21](http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandardsandAccountibilityUnit/FiscalAccountability/ContractedDistrictAuditManual.aspx#CDAM_2016_FY_2015-16) Contracted District Audit Manual

[IIID22](http://www.mjc.edu/studentservices/finaid/bank_mobile_agreement.pdf) Services Agreement between Yosemite Community College District and Higher One, Inc.

[IIID23](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A6HQR863298F/$file/FinCond-311Q_2016-02-10_BOTmtg.pdf) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 2-10-16

[IIID24](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A8ZSTR6DF724/$file/CCFS311Q_2016-05-11_BOTmtg%20.pdf) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 5-11-16

[IIID25](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AD4P6E63121F/$file/ccfs311Q_2016-09-14_BOTmtg.pdf) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 9-14-16

[IIID26](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AEXMA859F784/$file/FinCond-311Q_2016-11-09_BOTmtg.pdf) Quarterly Report on the District’s Financial Condition, YCCD Board of Trustees Agenda, 11-9-16

[IIID27](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/ABLVAH7FCD06/$file/Grant%20Report_2016-08-10_BOTmtg.pdf) YCCD Grants Office 2015-16 Year End Grant Summary, YCCD Board of Trustees Agenda, 8-10-16

[IIID28](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2013-14.pdf) YCCD Audited Financial Statements, June 30, 2014

[IIID29](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/yosemite_fs_final_2014-15-revised.pdf) YCCD Audited Financial Statements, June 30, 2015

[IIID30](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/Yosemite_fs_final_2015-16.pdf) YCCD Audited Financial Statements, June 30, 2016

[IIID31](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptdistrict_files/auditrpt_yccd) YCCD Audit Reports Webpage

[IIID32](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptbond_files/auditrpt_bond) Measure E (General Obligation Bonds) Audit Reports

[IIID33](https://www.yosemite.edu/fiscalservices/audit_reports/auditrptfoundation_files/auditrpt_foundations) Foundation Audit Reports

[IIID34](https://www.yosemite.edu/fiscalservices/budget_files/cc_finance/cc_finance_handbook_2016.pdf) California Community Colleges Sound Fiscal Management Self-Assessment Checklist

[IIID35](https://www.yosemite.edu/trustees/SPECIAL%20PRIORITIES%2016-17.pdf) YCCD Board of Trustees 2016-2017 Special Priorities

[IIID36](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/ADJNVT616AAA/$file/Final-Budget_2016-09-14_BOTmtg.pdf) 2016-2017 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-14-16

[IIID37](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/9ZWN6F5E301B/$file/2015-16%20Final%20Budget_2015-09-09_BOTmtg.pdf) 2015-2016 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-09-15

[IIID38](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/9NCTEL75DDBA/$file/2014-15%20Final%20Budget_2014-09-10_BOTmtg.pdf) 2014-2015 YCCD Final Budget, YCCD Board of Trustees Agenda, 9-10-14

[IIID39](http://www.cajpa.org/accreditation) California Association of Joint Powers Authorities Webpage

[IIID40](http://www.mjc.edu/adminservices/) College and Administrative Services Webpage

[IIID41](http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Accountability/trends/1516/Yosemite%20CCD%20Fiscal%20Trend%20Analysis%2014-15.pdf) California Community Colleges Chancellor’s Office YCCD Fiscal Trend Analysis

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[IIID47](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/CSEA%20Contract%202016-2019.pdf) California School Employees Association Chapter 420 YCCD

[IIID48](https://www.yosemite.edu/hr/employeeforms/contracts_handbooks/LT%20Handbook%202015.pdf) Leadership Team Handbook YCCD 2015

[IIID49](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/A84MVG5CD420/$file/Resolution%2015-16-03-PRSP_2016-04-13_BOTmtg.pdf) Resolution Authorizing Participation in PARS Pension Rate Stabilization Program, YCCD Board of Trustees Agenda, 4-13-16

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[IIID51](http://www.boarddocs.com/ca/yosemite/Board.nsf/files/AA3U8Q7A77CD/$file/Resolution-AuthorizingSignatures_2016-06-08_BOTmtg.pdf) Consent Agenda, Fiscal Services, Resolution Authorizing Signatures, YCCD Board of Trustees Agenda, 06-8-16

[IIID52](https://www.yosemite.edu/riskmanagement/contracts/contractforms_file/Contract%20Cover%20Sheet.pdf) Contract Cover Sheet

[IIID53](https://www.yosemite.edu/trustees/board_policy/6330%20Purchasing.pdf) Board Policy 6330 – Purchasing

[IIID54](http://www.mjc.edu/governance/collegecouncil/documents/ccm-2-9-15.pdf) Resource Allocation Council’s IELM allocation recommendation, College Council Minutes, 02-9-15

[IIID55](http://www.mjc.edu/governance/rac/index.php) Modesto Junior College Resource Allocation Council Webpage