

**Modesto Junior College
Accreditation Study Session
Comparison of College Status with the ACCJC Rubric for
Evaluating Institutional Effectiveness Part II: Planning**

Working in small groups, discussants identified the following **gaps** between the current reality and the ACCJC rubric:

- G-1. Need mission/planning to direct resource allocation
- G-2. Need for alignment of district and college plans
- G-3. Need for alignment of strategic goals and objectives with other planning initiatives (e.g. matriculation, enrollment management, etc.)
- G-4. Disconnect between program reviews and resource allocations
- G-5. Lack of identification and use of standardized measures of institutional effectiveness
- G-6. Lack of consistency in data elements across the district
- G-7. Lack of easy access to accurate data by all members of the college community
- G-8. Poor communication inter- and intra-college (e.g., between district and college, between governance bodies and their constituents, etc.)
- G-9. Disconnect between decision-making and evidence/findings
- G-10. Disconnect between program reviews and accountability/consequences

In the course of small- and large-group exercises, discussants came to agreement about possible **solutions** for MJC to address the identified gaps:

- S-1. Prioritize goals within Educational Master Plan and two Strategic Plans
- S-2. Develop a matrix to show the connections among plans
- S-3. Integrate district and college plans
- S-4. Review strategic plan annually to document achievements and adjust to changes in environment
- S-5. Link funding to strategic planning priorities

Group Reports

- S-6. Delegate responsibility and hold accountable those who are responsible
- S-7. Streamline committees
- S-8. Chart the planning process
- S-9. Link tactical plans to strategic plans
- S-10. Create data warehouse
- S-11. Establish operational definitions of and standardize data reports
- S-12. Train staff on data to raise awareness and increase the use of data by individuals/departments
- S-13. Publish fact book on student access, demographics, and goal attainment as well as progress on strategic planning outcomes
- S-14. Use data to drive decision-making
- S-15. Evaluate program review elements and refine the process
- S-16. Develop processes for governance bodies to use data
- S-17. Write procedures and create forms that clearly communicate expectations
- S-18. Heighten literacy about data by using email to communicate “factoids” from Research Office
- S-19. Communicate routinely to personnel through an Intranet site about the deliberations/actions of committees
- S-20. Develop a culture of accountability
- S-21. Use a quick/easy template for minutes of standing committees and post these on Intranet
- S-22. Agree on definitions related to planning and program review; document the glossary