**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

**Standard I.A Mission**

**Standard I.A.1**

*The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

Evidence of Meeting the Standard:

The mission statement of Modesto Junior College articulates the institutional commitment to innovation.

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf))

Modesto Junior College’s mission casts a vision of an institution dedicated to student success, learning, skills development, and employment by articulating the dedication to excellence in teaching and growing and maintaining an environment where students can thrive. (Mission, SSSP, SSEP)

MJC’s mission embraces and reflects the mission for California Community Colleges that is laid out in California Education Code Section 66010.4(a). Primarily MJC offers academic and vocational instruction for students of all ages and preparations. This education is aimed at preparing students for transfer and to enter the workforce. To that end, MJC offers 79 degrees (AAT, AST, AA, AS) and 77 Certificates and Skills Recognitions (<http://www.mjc.edu/instruction/degrees.php> ). Of those degrees, certificates, and skills recognitions, 48 are CTE.

Through continuous cycles of assessment and review, the curriculum, learning outcomes at all levels and program review offer the institution opportunity to not only evaluate instructional and support services, but also it allows for amendments and improvements. To keep relevant and current with CCCCO expectations with regard to Transfer Model Curricula, MJC has 36 finalized TMCs; 24 CCCCO approved ADTs; 3 ADTs pending approval; 16 of 19 similar majors are approved by CCCCO; 8 of 9 with no similar majors approved; 3 pending for “similar” majors. <http://www.mjc.edu/governance/curriculum/documents/tmc_plan_and_progress_updated_8_01_16_.pdf> This ensures that students are offered broad access to relevant education in a variety of modalities (Distance Education: (<http://www.mjc.edu/general/accreditation/sub_change.pdf> p. 6, Distance Ed Plan <http://www.mjc.edu/governance/distanceedcommittee/index.php> ). Our commitment to providing online education opportunities for students is evidenced by the MJC Distance Ed Plan which has specific sections that address Student and Faculty Support, and it offers design rubrics by which courses are initially evaluated ensuring that best practices are employed in the construction of the online course Appendix E p. 35 <http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf> .

The last sentence of the mission states: “We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations …” As a federally designated Hispanic Serving Institution that is \_\_\_\_% Hispanic, the institution is responding to that portion of the mission and AB86 by opening a welcome center on the west campus for ELL students. <http://www.mjc.edu/instruction/litlang/esl/ellwc.php> . This center facilitates testing, placement, informal advising, and workshops, while offering students a place of community on which to build their education. The Office of Instruction page <http://www.mjc.edu/instruction/office/> indicates other ways in which MJC is responding to the needs of various constituency groups, particularly college classes in high schools <http://www.mjc.edu/instruction/highschool/> and Community Education <http://www.mjc.edu/instruction/commed/> . We offer the online modality to accommodate the learning preferences and expand access to our local service area and understand that online courses also serve to meet the needs of students outside of our district boundaries.

In 2015, Modesto Junior College reviewed and revised the mission statement to reflect the expanded education opportunities afforded by the approved baccalaureate degree in respiratory care.(BA Sub Change 2017) MJC College Council recommended the revised mission statement on \_\_\_\_ and was approved by the Board of Trustees on 5/11/2016. On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. [1] The Board of Governors was charged to develop a process for selection of the pilot programs. The Modesto Junior College (MJC) administration and Respiratory Care Associate Degree Program faculty met and agreed to submit an application to pilot a baccalaureate degree in respiratory care. The Dean of Allied Health and Family and Consumer Sciences and program faculty met with the MJC Academic Senate and College Council and approval was unanimously received to proceed with the application. [2, 3] MJC submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) System formally approved the pilot programs on March 17, 2015. [4] MJC will be offering a baccalaureate program in respiratory care beginning the fall semester of 2017.

Analysis and Evaluation:

MJC’s Mission, the strategic plan (approved in CC spring 2016), and Educational Master Plan, focus on student success in all of its manifestations. All programming, courses, curricula, degrees and certificates stem from these institutional plans and serve the intended student populations. The MJC mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

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| **How does MJC meet the Standard?**  | **Evidence**  |
| What does the institution's mission statement say about its educational purposes? Are the purposes appropriate to an institution of higher learning?  | MJC Mission Statement CCC Mission Ed Code Section 66010.4(a) SSSP SSEP TMC Template<http://www.mjc.edu/governance/curriculum/documents/tmc_plan_and_progress_updated_8_01_16_.pdf> ELL Center<http://www.mjc.edu/instruction/litlang/esl/ellwc.php>   |
| How does the mission statement inform institutional planning?  | Committee Meeting Minutes – incorporate into meeting minute templates so it’s always present  Identifying objectives that spring from the mission …College Council Minutes (Brenda has minutes)  Mission statements from councils reflect their portion of the mission (quote from EAV)  Institute Day Professional Development Breakouts  |
| Who are the intended students for the courses offered in DE/CE format? Are they similar to or different from students studying in traditional learning mode?  | Our courses and programs are developed with the region in mind; therefore, CE/DE are included in that audience.  Distance Education Sub Change Report<http://www.mjc.edu/general/accreditation/sub_change.pdf>  BA sub change Feb 2017Distance EducationCommittee <http://www.mjc.edu/governance/distanceedcommittee/index.php>  Distance Ed Plan <http://www.mjc.edu/governance/distanceedcommittee/deplan9814final.pdf>  2012 Follow Up Report |

**Standard I.A.2**

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard:

Exploration and analysis of institutional data supports inquiry that continuously improves the quality of programming, support systems for students, and opportunity in the workforce. The hiring of two institutional researchers (find dates) exemplifies a renewed dedication to the utilization of data at all levels. As MJC works to close the equity gaps evident in courses (data from SSEP), faculty and administration alike have taken a deep dive into course and program data (CUE Equity Institute for Faculty and Deans, Fall 2016 and Spring 2017). Systems are in place through Assessments (results in ELumen), Program Review (attach program review data), and periodic review of college processes (Council Evaluations, Minutes that discuss evaluations), to continuously assess and improve the quality of student services and offerings.

Institutional Research has reached new heights with the publically accessible **IR page on the MJC website**. Any and all stakeholders have the ability to access success, retention, and completion data disaggregated by age, race, ethnicity, and gender. This data is utilized for the hiring prioritization process, for equity purposes, for scheduling purposes, and for departmental evaluation such as program review.

Analysis and Evaluation:

 Continuous quality improvement requires regular assessment and ongoing conversation about assessment results. With the implementation of ELumen and also local sources of data (e.g. the institutional data dashboard), MJC is making strides toward being a data-driven, process-oriented institution. ELumen tracks assessment data at the course, program, service area, and institutional levels, linking progress to the student and assisting in the ongoing conversation.

At the micro-level, individual faculty volunteers from every division are taking part in the CUE Equity Institute for Faculty and Deans, and these changes at the course level facilitate change at a macro-level.

The approval of the baccalaureate degree, whose very proposal is grounded in data and evidence, signifies that MJC is utilizing data to make programmatic improvements (see sub-change report and application). As curriculum for this degree has been developed and approved, assessments at both the local level and for external certifications have been embedded in the program.

The Annual Reports submitted to ACCJC, the Resource Allocation Process, Faculty Hiring Prioritization, Scorecard presentations and other sources (see list in chart) are indicators that our practices align with our mission.

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| **How does MJC meet the Standard?**  | **Evidence**  |
| What data does the institution use to determine whether or not it is accomplishing its mission? What institutional processes does the institution use to evaluate the effectiveness and success of its mission? (Federal Regulation)  | SLOs Program Review Resource Allocation Faculty Hiring Prioritization ACCJC Annual Report Include Scorecard presentations to theBoT, Accreditation Updates toBoT CCSSE Student Focus Groups (CUE) Success/Retention Data Trend Enrollment Data Data Dashboard on IR page mjc.edu |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?  | N/A TBD Once Sub change is approved, then relate BA to the mission  |

**Standard I.A.3**

*The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard:

Mission:

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf))

The Mission Statement for MJC guides planning and decision making. The decision making document, *Engaging All Voices*, explicates how the decision making process connects to the mission. Resource allocations (whether physical plant, fiscal or human) stem from program review and follow the appropriate vetting and affirmation process. All allocations must be justified as serving the mission. The mission is kept to the fore in communications via agendas, minutes, notes, and email. The planning, budgeting, hiring, and curricular design for the baccalaureate program are rooted in the mission statement, for the degree was conceived in response to the great need for respiratory care in the central valley.

Analysis and Evaluation:

 The Mission statement is foundational to the plans and resulting processes at Modesto Junior College. While keeping the statement broad and and inclusive of programs, modalities, purposes, and the new challenge has been to include the baccalaureate. While the scope of that program is broader than what is traditionally the scope of Community Colleges, the MJC Mission Statement allows for this program as we “transform lives through programs and services” and “...provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community.

The portions of the mission statement that address diverse populations, lifelong learning, and dynamic teaching (e.g. different modalities) guide the continual evolution and improvement of the DE/CE programs here at MJC. The Distance Education Plan connects the mission and vision of the Distance Education Committee with both institutional and district-wide mission and vision statements. In the adoption of the DE plan, the participatory governance bodies approved the connections between the plan and the mission of the college.

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| **How does MJC meet the Standard?**  | **Evidence**  |
| How does the mission statement guide planning and decision making? To what extent is the mission statement central to the choices the college makes?  | Engaging All Voices – Council Charges Mission tied to committee discussions and minutes Department/Division meeting minutes  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence?  | Notes from RCBP -- institutional set standards, IEPI goals, BA annual plans  |
| Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to DE/CE?  | Diverse Populations Lifelong learning Dynamic teaching – e.g. different modalities  |

**Standard I.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

Evidence of Meeting the Standard:

The most recent affirmation of the Mission Statement was at the May 2016 Board of Trustees Meeting. (insert minutes 5/11/16) Before the board meeting, the statement was reaffirmed through the participatory governance process outlined in Engaging All Voices (minutes of meetings from Academic Senate, College Council). Upon affirmation, the Mission statement is published in the annual college catalogue (<http://www.mjc.edu/instruction/catalog.php>), on printed materials used for recruitment, meeting agendas, and it is posted in various places throughout the institution.

Analysis and Evaluation:

The mission is reviewed on a regular cycle when policies and procedures are reviewed. The most recent review of the mission statement was concerned with encompassing all of the modalities in which we teach as well as being inclusive of the newly approved Baccalaureate in Respiratory Care. The last sentence of the mission statement, “We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community” enfolds all of those concerns. The affirmation of the statement followed the participatory governance process laid out in *Engaging All Voices*, and was affirmed by the Board of Trustees at the May 2016 meeting.

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| **How does MJC meet the Standard?**  | **Evidence**  |
| When was the current mission statement approved by the governing board?  | Check Board Minutes Board Policy and Procedure  |
| Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement?  | Go to minutes re: Objectives and explore for DE/CE application College Council Academic Senate  |