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

**B. Assuring Academic Quality and Institutional Effectiveness**

***Academic Quality***

**1**. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

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| **How does MJC meet the Standard?** | **Evidence** |
| How has the college structured its dialog? | Asilomar  Institute Days  Professional Development  Division, Department, Service Area Meetings  SSSP/Equity Plans  Achieving the Dream  EAV |
| When, how, and about what subjects has the college engaged in dialog? What impact has the dialog had on student learning? | Asilomar – Reading Apprenticeship, Center for Urban Education (data analysis)  Basic Skills restructure – 101+, Acceleration of Developmental Courses  Multiple Measures Conversation  IB/AP, Early College |
| Does the dialog lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning?  Room for Improvement – Make standing item on division/dept. meetings? | (What defines collective?)  Jill’s Weekly Message  Coffee with the President  Institute Days  EAV Councils  Senate |
| What parties are involved in the institution’s dialog about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs? | Divisions, Departments  DE Committee  Academic Senate  OAW  Curriculum Committee  ELumen  Hiring an Institutional Researcher will advance the availability of data and support institutional discussion. |

**Effective Practices**

The institution demonstrates broad and continuous faculty, staff, student, and community engagement and collaboration in support of student success. A sense of urgency drives a shared vision and communication around a focus on student learning and achievement with internal and external stakeholders.

**2.** The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

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| **How does MJC meet the Standard?** | **Evidence** |
| What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty? | OAW  Curriculum Committee  Faculty Evaluations (Peer to Peer observations)  10+1  Academic Senate  Role of Faculty YFA Article 6, Appendix C |
| Does the institution use disaggregated data for analysis of student learning? | Basic Skills Data  Achieving the Dream Data Summit  Center for Urban Education Data  For future – disaggregate by demographic  Ad hoc rather than systemic |
| Are student learning outcomes and assessments established for each course, program, certificate, and degree (including non-credit)? | Housed in Curricunet and reviewed in the 5-year curriculum review cycle  PLOs and ILOs are in the catalog |
| How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations? | Program Review – Yearly “refresher” and 5-year rotation (2.5 for CTE)  OAW webpage (results and cycle of evaluation)  E-Lumen |
| What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? | Look into Program review, Curriculum Minutes, CTE Advisory Board Minutes  Professional Development (e.g. Common Ground, Faculty Learning Community, Institute Days, Asilomar) |
| How does the institution provide for systematic and regular review of its student and learning support services? How are the results used? | SSLO Review  Financial Aid as example – Appeals counseling and follow through  Find other examples: EOPS, TRIO, DSPS, Bridge, Student Success Specialists |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | NA/TBD |
| What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? | Curriculum Committee Review and Approval, not different |
| What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality for these courses? | DE – Institution expectation that faculty be trained in online pedagogy and course construction  Minimum Qualifications same as traditional courses  Evaluation of DE courses outlined in YFA contract  CE – Evaluations and Minimum Qualifications same as traditional courses |
| What improvements to DE/CE courses and programs have occurred as a result of evaluation? | Get information from M. Smedshammer re: DE courses/programs  Consult BS Director for same re: non-credit |

**3**. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

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| **How does MJC meet the Standard?** | **Evidence** |
| What criteria and processes does the college use to determine its priorities and set minimum expectations (institution-set standards) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? (Federal Regulation)  Area for Improvement? | Consult Researcher to find out process used to determine institution-set standards  Licensure passage rates – Look at annual report (e.g. Nursing, Real Estate, CDTC (re child care licenses)CTE licenses)  Survey last summer re: Job Placement Rates – gainful employment  AG |
| Is there broad-based understanding of the priorities and the processes to implement strategies to achieve the desired outcomes?  Area for Improvement? | Achieving the Dream Summit  Maybe work on the processes to implement strategies to achieve the desired outcome |
| To what extent does the college achieve its standards? (Federal Regulation) | Program Review  Assessment Reports by semester  Curriculum Review process (5-year cycle)  Outcomes statements  SSLO yearly assessment and improvements (reflected in meeting minutes e.g. Financial Aid office) |
| How does the college use accreditation annual report data to assess performance against the institution-set standards?  AREA OF CONCERN | \*Call Jill…look at existing structures, and see where we can incorporate this conversation |
| If an institution does not meet its own standards, what plans are developed and implemented to enable it to reach these standards? (Federal Regulation)  AREA OF CONCERN | BSI Benchmarks  SSSP/Equity Benchmarks  CTE data  Success and retention rates…  How do we check, and what do we do? Program review and discontinuance. |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | N/A |
| Has the college defined specific goals (institution-set standards) and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated? | DE Committee and DE Plan  Course success rates … separate for DE? CE?  Are there plans to improve success rates/retention rates for DE/CE?  Does Program Review disaggregate face-to-face vs. DE Success and Retention rates? If not, maybe action plan |
| What data and/or evidence are used to communicate and analyze institution set standards relevant to DE/CE? | Check with Dean of LLA, ESL and Basic Skills Director to see what is being done to assess and improve programs. What measures of success do we collect? Is it assessed and how does conversation lead to improvement? |

**4**. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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| **How does MJC meet the Standard?** | **Evidence** |
| How is assessment data incorporated into college planning to improve student learning and achievement? (Federal Regulation) | Program Review  Resource Allocation – budget dev., IELM  Hiring Prioritization – refer to presentations, data sets, etc. needed for application  Asilomar Retreat – discussions re: assessment data and plans  SSSP and Equity Plans  CTE Reports – jobs, etc. |
| Are the data used for assessment and analysis disaggregated to reflect factors of difference among students?  Area of Opportunity | Basic Skills Data  Achieving the Dream Data Summit  Center for Urban Education Data  For future – disaggregate by demographic  Ad hoc rather than systemic |

***Institutional Effectiveness***

**5**. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

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| **How does MJC meet the Standard?** | **Evidence** |
| Does the college have a program review process in place? Is it cyclical, i.e., does it incorporate systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated?  Area for improvement -- Disaggregation | Program Review  Resource Allocation  Curriculum Review  Engaging All Voices  E-Lumen help with disaggregation |
| To what extent are institutional data and evidence available and used for program review? | Nearly all data is pre-populated into Program Review.  Other data available upon request |
| Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode, or are the processes similar to those for courses offered in traditional face-to-face mode? How are these processes integrated into the college’s overall planning process? | Curriculum Committee Review and Approval, not different  See Engaging All Voices for Participatory Governance Structure |

**6**. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

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| **How does MJC meet the Standard?** | **Evidence** |
| Does the institution identify significant trends among subpopulations of students and interpret their meaning? | Title V – HSI data  BSI data  Achieving the Dream  SSSP and Equity plans and data  Area that is improving |
| Has the institution set performance expectations (key performance indicators) for the subpopulations? | Contained in SSSP and Equity Plans…state what the gap was, and explain how it was determined to close the gap |
| How does it judge its achievement of the target outcomes? | Analysis of disaggregated success rates …SSSP and Equity reports (annual) |
| Is the institution performance satisfactory? | It is a continual focus for improvement to close achievement and equity gaps |
| What changes have been made or are planned as a result of the analysis of the data? | SSSP Initiatives, Center for Urban Education, Acceleration, Achieving the Dream |

**Effective Practices**

An equity agenda is integrated with efforts to improve student learning and achievement.

**7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

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| **How does MJC meet the Standard?** | **Evidence** |
| What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation? | Evaluation of Councils (EAV)  Subcommittee of College Council  Curriculum Review Process  Program Review  Evaluation of faculty, staff, and administration  Achieving the Dream data and eval |
| How effective are the college planning processes for fostering improvement?  Area for improvement – Is this part of the institution’s culture? | Meeting Minutes evidencing discussion and planning  Revision of governance documents  Using Assessment results for program/service improvement |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | So far, through Curriculum development and review  Substantive Change report to Commission |
| What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services? | Data re: completion and success  Program review – not disaggregated DE/F2F  Distance Ed Committee  Curriculum Review (DE Addenda) |

**8.** The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

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| **How does MJC meet the Standard?** | **Evidence** |
| What mechanisms exist for participation in and communication about college planning and evaluation?  Maybe improve by institutionalizing some venue for continuous conversation (e.g. annual “assessment day”) | EAV  Institute Days and Breakouts  Asilomar  Program Review Parties/Assessment Days (past activities)  OAW Newsletter  Website – Curriculum, OAW |

**9**. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

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| **How does MJC meet the Standard?** | **Evidence** |
| What mechanisms does the institution use to gather evidence about the effectiveness of programs and services? | Assessment Cycle (SAO, PLO, ILO, CLO, GELO)  CSSE  Achieving the Dream  SSEC and Plans (Student Success, Equity)  Hiring Prioritization Process (IC, RAC, Division Councils)  Allocating Lottery funds, IELM |
| How effectively do evaluation processes and results contribute to improvement in programs and services? | Program Review  FTES reports – Justification of new hires  Joint Meeting of Administration (MJC, Columbia)  Strategic Planning Meetings |
| Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support services offered in DE/CE format? | On the whole, data is the same, but possibly there is difference in Program Review  Review of Media Services/IT support of DE online students?  District LMS planning, changes, training  CE – Noncredit? Certificates for job qualification  Internship and placement programs (CTE)  BSI and CE? |

**Effective Practices**

Planning and budgeting, including reallocation of resources, are aligned with the vision, priorities, and strategies defined for student success at the institution.

The institution has an agenda for student success that integrates all significant initiatives, including legislated programs, grants, strategic, planning, and accreditation.