**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:

1. The institution’s mission addresses the institution’s educational purpose.

The commitment of Modesto Junior College (MJC) to student learning is articulated in three principal statements: its mission, vision, and core values. The mission statement of MJC addresses the institution’s educational purpose by articulating its commitment to education through scholarship, innovation, and career preparation. Combined with the vision and values statements, the institutional commitment to education excellence, community building, and innovation is demonstrated. The College mission, vision, and values are stated below:

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. (Add minutes of College Council; [Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf))

Vision:

MJC will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world. The college is the first choice for educational excellence in our community. (Add Mission Statement Workshop Summary)

Values:

Education is the reason our institution exists. To this end, we value innovation, professionalism, integrity, and responsible stewardship. We foster respect for and interest in the diverse individuals and histories of our community. These values are foundational to the way we shape our programs and services, make and communicate decisions, reinforce collaborative relationships within our community and promote civic engagement.

(<https://www.mjc.edu/governance/collegecouncil/strategic_plan_2016_2021.pdf>, p. 5-6)

Modesto Junior College is an Achieving the Dream (ATD) institution. Participation in the ATD movement and network of institutions has reinforced the College’s dedication to improving student success, closing achievement gaps across student populations, and better employability for graduates. The College is working with ATD coaches to strengthen leadership capacity, build skills across the institution for data analysis, and utilize knowledge of evidence-based practices and pedagogies for success in community colleges. Since 2015, this partnership has strengthened the work of the college, defined by its mission, vision and values. It continues to further institutional commitments to degree and certificate completion, student equity, workforce development, and quality of student learning.

1. The mission defines the student population the institution serves.

The student population of MJC continually changes, based on the diverse make-up of the service area. The College serves more than 24,000 students (FTES: 14,686). (http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592) The mission defines the student population as those seeking a dynamic, innovative, undergraduate education from the ever-changing populations of the community. The mission focuses institutional efforts to serve all community members interested in obtaining an education, including high school students with dual enrollment, recent graduates, English learners, and adult re-entry students. A dedicated group of Student Success Specialists work full-time to recruit and support new students as they matriculate to the college. (evidence: calendar? Emails?)

The College is a federally designated Hispanic Serving Institution with 45% of its students of Hispanic descent. (http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592) The ever-changing student population is illustrated by the increase in the number of Hispanic students by fifteen percentage points since 2008. As many of these students are first-generation, the College intentionally identifies programs and services to address evolving student needs. A First-Time-In-College (FTIC) program was developed to especially assist new students navigate college who do not have educational role models. (FTIC program/curriculum: Flerida?)

MJC online programs and services accommodate the learning preferences of its diverse student populations and expand access to the local service area. (list of online programs: Mike Smedshammer) MJC provides model online courses to meet the needs of students inside and outside district boundaries. The College continuously reviews the makeup of its student population as evidenced by the set of enrollment data included in the campus-wide discussion of the Education Master Plan and Student Equity Plan development, including the number and percentage of students, disaggregated by ethnicity, by age, and by program (CTE, transfer, basic skills). Access, retention, success, and persistence rates are also disaggregated in order to better understand the needs of the student population the institution serves. (<http://www.mjc.edu/general/accreditation/emp/documents/edmasterplan_data_elements.pdf>; Student Equity Plan, p. 13, 19, 27-30, 37, 43)

1. The institution’s educational purpose is appropriate to an institution of higher learning.

MJC’s educational purpose is appropriate to an institution of higher learning and the College is aligned with the California Community College’s mission as defined by Education Code 66010.4. (<http://www.ucop.edu/acadinit/mastplan/cccmission.htm>) As an open-access, community college in California, MJC is committed to offering excellent programs and services for students pursuing transfer, career and technical education, and basic skills remediation needed to prepare students for college level coursework. MJC’s mission illustrates its dedication to student learning and achievement, skills development, and career preparation through excellence in teaching and in continuously developing an environment where students can thrive.

In order to support the mission and educational purpose, the College recognized the importance of understanding and using data. The Achieving the Dream framework, including the first college-wide ATD Data Summit, helped identify areas in which College programs and services could be strengthened. (ATD Summit Data – <https://www.mjc.edu/general/research/atddataupdate2016november.pdf>) Particular focus was aimed at understanding and improving student assessment and placement, developmental education achievement, court completion, and successful attainment of degrees and certificates. The College continues its work in becoming a data-driven college, and the Institutional Research Office has built a system of reports and just-in-time data regarding student success and equity for campus-wide use. The work with ATD has enabled the College to produce data relevant to its purpose and pedagogies. (Student Equity Plan; <http://www.mjc.edu/general/research/dashboards/equity.php>)

1. The mission statement addresses the types of degrees, credentials, and certificates the institution offers.

MJC’s degrees, credentials, and certificates are developed and offered in support of the college mission. That mission embraces and reflects the California Community Colleges mission, (identified in California Education Code Section 66010.4(a). MJC’s mission emphasizes institutional commitment to “dynamic, innovative, undergraduate” education. The College offers academic and vocational instruction for students of all ages and readiness. Its programs are aimed at preparing students for transfer and to enter the workforce. MJC offers 79 degrees (AAT, AST, AA, AS) and 77 Certificates and Skills Recognitions. ([MJC Instruction Website - Degrees](http://www.mjc.edu/instruction/degrees.php)) Of those degrees, certificates, and skills recognitions, 48 are Career Technical Education (CTE), and one is a bachelor’s degree in respiratory care.

Through ongoing cycles of assessment and review, the curriculum, learning outcomes at all levels, and program review offer the institution opportunity to evaluate instructional and support services while allowing for amendments and improvements. To maintain relevance and currency with the California Community College Chancellor’s Office (CCCCO) expectations regarding Transfer Model Curricula (TMC), MJC has 36 finalized TMCs; 24 CCCCO approved Associate Degrees for Transfer (ADT); 3 ADTs pending approval; 16 of 19 similar majors are approved by CCCCO; eight of nine with no similar majors approved; and three pending for similar majors. ([TMC Plan and Progress](http://www.mjc.edu/general/accreditation/tmc_plan_and_progress_updated_8_01_16_.pdf))

CTE programs are developed and refined with direct input from advisory committees to ensure curriculum is relevant and current. Eight programs were recently developed based on feedback from advisory committees:

* Large Animal Veterinary Technology (degree)
* Irrigation Construction and Installation (certificate)
* Irrigation Design (certificate)
* Irrigation Management (certificate)
* Respiratory Care Baccalaureate program (degree)
* Manufacturing Technology (certificate)
* Logistics and Supply Chain Management (certificate and degree)
* Chemical Dependency Counseling (certificate)
* Baccalaureate Degree in Respiratory Care

(Advisory Committee minutes; CORs)

The mission statement affirms the College’s commitment to a “dynamic, innovative undergraduate, educational environment”, which includes instruction through distance education. To ensure high quality online courses, the MJC Distance Education (DE) Plan specifically addresses Student and Faculty Support. (DE Plan, p. 12-18) The DE Plan offers a design rubric by which courses are initially evaluated, ensuring best practices are employed in the construction of online courses. (Distance Education Plan: Appendix E) The MJC DE program serves students for whom anytime, anywhere access to education is essential. The DE Plan was developed to align with the college and district-wide mission and vision statements. ([Distance Education Plan 2012-2017](http://www.mjc.edu/general/accreditation/de_plan_2012_2017.pdf)) The DE Plan actively guides the continual evolution and improvement of distance education programs at MJC and directly supports the mission of the College.

1. The mission statement demonstrates the institution’s commitment to student learning and student achievement.

The MJC mission statement demonstrates the institution’s commitment to student learning and student achievement in its opening sentence: “MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning”. Institutional Learning Outcomes (ILOs) demonstrate this commitment to the intersection of learning and achievement in core competency areas. The identified ILOs directly support the college mission of developing intellect, creativity, character, and abilities:

* Communication
* Creative, Critical and Analytical Thinking
* Cultural Literacy and Social Responsibility
* Information and Technology Literacy
* Personal and Professional Development. (<https://www.mjc.edu/instruction/outcomesassessment/outcomes.php>)

The institution measures the achievement rates of program and certificate completion as well as the quality of student learning through SLO assessment, effectively measuring the mission of the College. (annual accreditation reports) All courses undergo regular assessment of learning outcomes, and all Course Learning Outcomes (CLOs) are mapped to and inform Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes. (eLumen evidence?) The institution has a public dashboard for students and the community to track the success of the College PLOs, GELOs, and ILOs. In 2015, the College responded to meeting new accreditation guidelines and student equity goals by pursuing and implementing a new system that would track individual student learning assessment data, allowing for programs to engage student learning and achievement across student subpopulations. Through this improved program review process, faculty will be able to reflect on disaggregated student learning outcomes data in order to plan for and refine course and program pedagogies, supports, and structures in order to improve student learning and achievement. (PR sample, fall 2017)

The Distance Education Committee developed an Online Readiness Certificate to help students self-assess their readiness for online courses. Twenty-seven percent of MJC students are enrolled in at least one fully online course. (EMP Initial Data Elements, p.11) In a single semester (spring, 2015), students who completed their certificate for extra credit had 85% success in their online courses compared to 52% success for students who did not complete the assessment. (<http://mjc.edu/instruction/online/readinessquiz.php>) The DE Committee meets monthly to develop and strength online courses and services that ensure students are offered broad access to relevant education in a variety of modalities. (Substantive Change: Distance Education, Distance Education website; Distance Education Committee Minutes)

The college engaged in a cycle of evaluation, planning, and implementation in the development of the MJC Education Master Plan (EMP) in order to identify areas for institutional improvement. A data set, including environmental data and institutional trend and demographic data, was developed and shared with individual divisions in a series of charrettes. (http://www.mjc.edu/general/accreditation/emp/documents/edmasterplan\_data\_elements.pdf) More than 200 college constituents participated in the charrettes, submitting written recommendations following discussions. The feedback was synthesized and categorized into themes which were then shared campus-wide through an electronic survey. (EMP survey results) A workgroup of the Instruction Council drafted the plan from revised feedback and submitted it for college-wide review. (Instruction Council minutes for EMP workgroup; email from Brenda inviting campus; link to EMP PowerPoint) The MJC Education Master Plan was approved by College Council on March 13, 2017. (College Council Minutes, 3.17.2017)

The EMP identifies four priorities in support of the mission statement, further articulating the college commitment to student learning and student achievement: (link to EMP)

* Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
* Institutional culture and transformational change
* Student-focused education and support that leads to completion (extraordinary, holistic services)
* Evidence-based assessment, refinement, and sustainable practices.

A five-year workplan was developed to address the EMP priorities, including specific objectives, activities, and timelines. (EMP Workplan, p. 24) The work plan was specifically designed to improve student learning and student achievement at the college. Small workgroups will research effective models and the “latest scholarship of teaching and learning” through the workplan of the EMP. Recommendations will be developed and documented for programs and services that increase student learning and achievement. (EMP Appendix A: Workgroup Progress and Self-Evaluation Template p. 32)

To provide learning and support services that transform lives, the Student Services Division underwent a redesign that included facility renovation, a reorganization of services, and new classified professional positions. Students are now able to find assistance and support services in a single stop on both college campuses. Financial Aid and Enrollment Services personnel were reclassified into a single job classification, Student Services Representatives, to assist students with all admission, records, and financial aid questions. (SSR Job Description) A cadre of Student Success Specialists was hired to refer students to counselors and faculty to provide intrusive support services. These new classified professionals reach out to students who are struggling, connecting them to learning and support services, including wellness services, tutoring, counseling, as well as supporting students with college success strategies.

Specialists have been trained in coaching techniques, and employ a Growth Mindset approach with students, which includes: believing the mind is malleable, not fixed; a feeling that one belongs; and believing what one does is connected to one’s long-term goals. (Growth Mindset Theory, Yeager and Walton, 2011) Specialists support and communicate with individual caseloads of students through Canvas shells and through drop-in and appointment services in Student Success Hubs and Pathways Centers. (link to a shell: Flerida) Support services are available online, including counseling, financial aid and enrollment assistance, and tutoring. (online services evidence)

1. The baccalaureate degree program aligns with the institutional mission.

In 2016, MJC reviewed and revised the mission statement to reflect the expanded educational opportunities afforded by the approved baccalaureate degree in respiratory care. ([Substantive Change: BA Respiratory Care](http://www.mjc.edu/general/accreditation/resp_care_sub_change_bt_js_final_1_2017.pdf)) The revised mission was approved on 4/11/2016 and was approved by the Yosemite Community College District (YCCD) Board of Trustees on 5/11/2016. MJC will offer its baccalaureate program in respiratory care beginning fall semester of 2017.

1. Student demand for the baccalaureate degree demonstrates its correlation with the institutional mission.

Student demand for the baccalaureate degree was established with environmental data provided by the Central Region Center of Excellence. (evidence: two CoE reports). An important factor in developing the program was the recommendation by the Commission on Accreditation for Respiratory Care (CoARC) that Respiratory Care providers hold a bachelor’s level credential. (http://www.coarc.com/29.html) Program development and refinement was driven by recommendations from the Respiratory Care Advisory Committee. (RCP Advisory Committee Minutes: Janet Fantazia)

Analysis and Evaluation:

MJC’s Mission, Strategic Plan, and Education 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, and the types of degrees and other credentials offered. Most importantly, the College Mission articulates its commitment to student learning and student achievement, which is supported by the programs and services offered at the institution on a daily basis and the dedication of its faculty, administrators, and classified professionals.

**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:

1. The institution has implemented structures and processes to assess how well it is meeting its mission.

MJC is continuously increasing its capacity to collect, understand, and use data to meet its mission. The College approved a Strategic Plan that directly supports the mission of the institution. The strategic directions and goals outline specific and measurable ways in which the College implements its mission. (College Council Minutes approving Strategic Plan; Strategic Plan, 2016-2021) Strengthening the structures and processes that assess programs, services, and activities is a college priority, and several organizational structures provide the ability to measure progress:

* The Institutional Research website includes a data dashboard with key indicators that are regularly tracked, including institution-set standards and institutional effectiveness goals ([http://mjc.edu/general/research/dashboards/)](http://mjc.edu/general/research/dashboards/%29)
* The use of recommendations, data analysis, and evaluation is embedded in the Decision-Making Guiding Principles of the participatory governance structure, and Councils, Workgroups and Committees examine and assess data related to their charges (<http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf>, p. 17; minutes from Councils, including hiring, enrollment counts, etc.)
* The MJC Education Master Plan includes a work plan with timelines and specific outcomes to be evaluated. A template is included for progress and self-evaluation to be used by council workgroups when they recommend evidence-based models (EMP, p. 24-30; 32-33)
* As part of the commitment of being an Achieving the Dream institution, the College has held two college-wide ATD “Data Summits,” examining comprehensive data sets regarding achievement, including assessment/placement, basic skills, course completion, degree attainment, persistence rates, and more. The College will continue to regularly build data capacity through the continuation of these events.

Processes to support assessment of the mission include annual self-evaluations of the College councils at the end of each academic year, the program review cycle, and regular review of student achievement data (need council assessment results; program review assessments; agendas w/discussion of student data). After assessing the effectiveness of the program review platform, the College moved to a new structure that enables enhanced data reporting and allows for review of disaggregated data in order to better evaluate progress of mission priorities (eLumen data dashboard).

1. The institution uses assessment results to set institutional priorities and improve practices and processes towards meeting its mission.

Data and analysis is used to set institutional priorities and drive decision-making for ongoing quality programming, effective student support, and timely workforce placement. The EMP, developed from campus-wide assessment of institutional data, integrates the priorities of existing plans, linking all activities to other relevant initiatives. (Division minutes: EMP Charrettes; EMP logic model, p. 22) The Institutional Research office provides fundamental institutional data sets as well as custom data analysis reports. College stakeholders have the ability to access student success, retention, and completion data disaggregated by age, race, ethnicity, and gender. This data is utilized for the hiring prioritization process, equity purposes, course scheduling leading to degree attainment, and for continuous quality improvement at the course, program, department, and institutional level.  (<http://mjc.edu/general/research/>; [IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php))

In addition to quantitative data, the College values qualitative feedback collected through survey instruments and focus groups. (<http://mjc.edu/general/research/ccssemjc2015execsummary.pdf>, Candy Bar Survey, Focus Group Findings) Faculty and administration review course and program data as MJC works to close equity gaps evident in course achievement rates. ([Student Equity Plan](http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf), [CUE Leaders Initiative](http://www.mjc.edu/general/accreditation/cue_leaders_initiative.pdf)) Department and division assessments, program review, and College Council review of institutional processes are used to continuously assess and improve the quality of student services and offerings. (eLumen results, Program Review Data, Council Evaluations, Minutes that discuss evaluations – Francisco – retreat agenda, other deans?)

Assessment results lead to focused professional development and planning that prepares faculty, administrators, and classified professionals to develop innovative programs and services. For example:

* English faculty addressed low persistence rates in basic skills English courses by learning about acceleration through the California Acceleration Project and developing a College model (English Department Program Review, 2016, p. 2 [https://www.mjc.edu/general/research/english2016.pdf)](https://www.mjc.edu/general/research/english2016.pdf%29)
* Student feedback in the 2015 “Candy Bar Survey” was instrumental in the design of the Developing Hispanic-Serving Institutions (Title V) grant: “Removing Barriers for High Need Students”, which enabled a redesign of the Student Services division (Candy Bar Survey; Title V grant, p. 18)
* Evidence of student equity gaps led to campus-wide mini-grants to pilot interventions and services that address disproportionate student impact (mini-grant evidence – Flerida)
* CTE faculty engaged in deep review of student achievement data to identify needs and develop program improvements through the Strong Workforce Initiative. (SW Proposals)

During the 2016-2017 academic year, the Program Review Workgroup evaluated the program review structure. The Workgroup recommended changes to program review in order to incorporate: disaggregated assessment data and analysis; more focused CTE and workforce questions; tailored approaches to address success in developmental education; additional questions to examine effectiveness in non-instructional areas; and a more comprehensive resource request process that could draw from SLO assessments and other data in more concise ways.

1. The assessment of data, in addition to measuring institutional effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

The Respiratory Care Baccalaureate program was developed from environmental data and advisory committee feedback that established the need for a bachelor-level degree in the field. The Respiratory Care Task Force developed eligibility criteria and an application process that ensured the program would align with the open access mission of California Community Colleges. (<http://mjc.edu/instruction/alliedhealth/rcp/bachelordegree/requirements.php>; <http://mjc.edu/instruction/alliedhealth/rcp/bachelordegree/application.php>) Program delivery was designed to meet the needs of working adults. Courses will be delivered through a hybrid model, with face-to-face classes one night each week combined with online instruction. (http://mjc.edu/instruction/alliedhealth/rcp/bachelordegree/schedule.php)

Analysis and Evaluation:

Continuous quality improvement requires regular assessment and ongoing conversation about assessment results. With the implementation of a comprehensive program review platform and easily accessed 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, department, service area, and institutional levels, linking progress to the level of individual students and assisting in the ongoing conversation to identify and rectify discrete skill gaps. (eLumen assessment data overview) At the micro-level, individual faculty volunteers from every division are taking part in the CUE Equity Institute for Faculty and Deans, and the resulting changes at the course level facilitate institutional change. (CUE agendas)

The approval of the baccalaureate degree, signifies that MJC is utilizing data to make programmatic improvements. ([CCCCO approval letter](http://www.mjc.edu/general/accreditation/rc_program_approval_ltr_modesto.pdf), [BA sub change](http://www.mjc.edu/general/accreditation/resp_care_sub_change_bt_js_final_1_2017.pdf)) As curriculum for this degree has been developed and approved, assessments at both the local level and for external certifications have been embedded into the program. (Curriculum Committee minutes; link different CLOs)

Annual Reports submitted to ACCJC, the Resource Allocation Process, Faculty Hiring Prioritization, Scorecard presentations and other sources (see list in chart) are indicators that institutional practices align with the College mission. (link annual reports ACCJC, resource allocation process, faculty hiring prioritization)

**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:

1. Planning and decisions are consistently linked to the institution’s mission statement

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. (EAV, p. 5) Program review is linked to the College mission and drives resource allocation (physical plant, fiscal, or human) following review and affirmation by the appropriate council. ([Minutes - Resource Allocation Council 1/13/17](http://www.mjc.edu/general/accreditation/rac_minutes_ielm_funding_011317.pdf), [IELM Funding Requests 2017](http://www.mjc.edu/general/accreditation/ielm_rac_expenditure_requests_2017.pdf) [2016-2017 IC Hiring prioritization](http://www.mjc.edu/governance/instructioncouncil/2016_2017_hiring_prioritization_document_april_2016.pdf)) All allocations must be justified as serving the mission. The mission is kept to the fore in communications via agendas, minutes, notes, and email. (Sample agendas from college council, deans cab, BBSS division meeting agendas, weekly communication)

The mission of the college guides all planning agendas. The College engaged in the development of its Education Master Plan from wide review of environmental and institutional data that reflected the student population and community it serves. Multiple strategic plans are developed in support of the mission, including the College Technology Plan, the Distance Education Plan, the Student Success and Support Program, the Student Equity Plan, and the Basic Skills Initiative. (Technology Plan, DE Plan, SSSP, Equity Plan, BSI) All MJC plans are linked to the College mission and include evaluation measures to assess outcomes.

Program Review includes the mission of the College, and the Program Review structure requests departments to clarify their role in helping to achieve that mission. Resource requests are linked to the mission of the college through this process.

1. Personnel, at all levels of the institution, understand how their roles further the mission of the institution

Personnel, at all levels of the institution, understand how their roles further the mission of the college through regular employee evaluations that include assessment of duties as well as processes to set measurable personal goals and improve performance. (Evaluation forms) Planning and reporting on campus projects are directly connected to the priorities of the mission. (SSEC agendas) For example, the College engaged the Disney Institute to provide training for administrators, faculty, and classified professionals regarding purpose and service. From that training, seven themes were developed and shared with managers and classified professionals. To increase the understanding of individual roles, a training outline labeled “Purpose Trumps Task” was developed for all managers to use with department staff in identifying individual and department purpose at the institution. (Disney service themes, Purpose module)

The College regularly holds two Institute Days—one at the beginning of the Fall semester, and on at the beginning of the Spring semester. These days bring together all administrators, faculty, and classified professionals to discuss the most important work of the institution in fulfilling its mission. Additionally, all divisions—instructional and non-instructional—on campus hold regular meetings that include reviewing key initiatives on campus and the area work needed to accomplish them. (Institute Day Agendas)

1. Decision-making bodies are able to demonstrate alignment of all key decisions with student learning and student achievement.

Decision-making bodies at the College demonstrate alignment of planning, pilot projects, and resource allocation with student learning and student achievement by adhering to the council charges and their guiding principles. (<http://www.mjc.edu/governance/rac/>) Decisions at the College are supported by data, analysis, and requests developed from regular program review. (PR sample) In the participatory governance document, Engaging All Voices, the support and evaluation of student learning outcomes is expressly listed as a primary responsibility of every council. (<http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf>, p. 17) All councils of the College align decisions with student learning and student outcomes:

* College Council recently approved the MJC Education Master Plan (EMP), which prioritized activities that increase student learning. (EMP, p. 24)
* The body regularly reviews student achievement goals set in conjunction with the Institutional Effectiveness Partnership Initiative (IEPI) and Institutional Learning Outcomes (ILOs). (<https://www.mjc.edu/governance/collegecouncil/documents/iepi_15-16.pdf>, p. 2-4; ILOs)
* The Resource Allocation Council (RAC) allocates Instructional Equipment and Library Materials (IELM) funds based on resource requests developed from program review. (http://mjc.edu/governance/rac/documents/instructionalequipmentrurubricdraft.pdf)
* The Instruction Council identifies prioritized hiring lists for new faculty positions from needs identified in program review. (IC minutes)
* The College has developed a data dashboard that specifically tracks disaggregated Institutional Learning Outcomes and General Education Learning Outcomes for review in councils.

Program Review is the primary process to make programmatic decisions, and it drives the resource allocation process through the Resource Allocation Council and—ultimately—to College Council. Program Review has included both student achievement and learning outcomes data since 2012; in 2015, the College invested in *eLumen* software to incorporate and address disaggregated learning outcomes and achievement data in Program Review. During the 2016-2017 academic year, the Program Review Workgroup developed a new template that included resource allocation based on the new disaggregated data, as well as a way to track and evaluate how effective the funding was for specific programs that received support. (Program Review Workgroup minutes)

1. The baccalaureate program is clearly aligned with the institutional mission

The baccalaureate program aligns with the institutional mission by directly addressing an emerging workforce need in the regional community. The planning, budgeting, hiring, and curricular design for the program are rooted in the mission statement, as the degree was conceived in response to the great need for respiratory care in the Central Valley. The respiratory care accrediting body (CoARC) recommends that respiratory care professionals hold a bachelor’s level degree, making the baccalaureate program an important educational step for students pursuing this career pathway. (<http://www.coarc.com/29.html>; RespCare Sub Change, p. ; IEPI goals for baccalaureate program. Include BA annual plans)

1. The institution has included the baccalaureate degree in its decision-making and planning processes, and in setting its goals for student learning and achievement.

The institution includes the baccalaureate degree and program needs in its decision-making and planning processes, including the annual hiring prioritization process, undertaken by the Instruction Council. (IC Hiring Prioritization Minutes) The College submitted a substantive change to the ACCJC outlining the priorities, alignment with the College mission, and the decision-making process that led to the development of the program. (RCB Sub Change) Course Outline Records (CORs) were developed to meet upper division requirements. (CORs)

Analysis and Evaluation:

The Mission statement is foundational to the plans and resulting processes at Modesto Junior College. The statement is broad and inclusive of programs, modalities, purposes, including the recent addition of a baccalaureate level program. While the focus of a baccalaureate program is different than the traditional scope of a community college, the MJC Mission Statement supports the program through a commitment to: “transform lives through programs and services” and “...provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community.”

**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:

1. The institution solicits campus-wide input in its regular review of the mission statement.
2. Data and assessment drive the review process of the mission statement.
3. The institution’s mission is approved by the governing board.
4. The mission is widely publicized. *(all criteria are addressed in the following paragraph)*

The College engaged in campus-wide discussions to identify its collective purpose and values during the revision of the mission statement in spring, 2012. (<https://www.mjc.edu/general/accreditation/documents/employee_values.pdf>) These broad discussions involved all college constituencies and several community members, and included multiple discussions of college priorities from which the mission statement was developed. It was drafted, revised, and finally approve in fall 2012. (add docs in 3.17 email to A.C.; fall 2012 – need minutes) Data and assessment of student learning, student achievement, and community need led to discussions about a respiratory care baccalaureate program. (BDP Sub Change, pgs 4-5) In spring, 2016, the Mission Statement was reviewed, refined, and reaffirmed by all constituent groups through College Council, revising the statement to include upper division programs. The Board of Trustees reaffirmed the Mission Statement at the May 2016 Board of Trustees Meeting. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf)) ([Minutes - College Council 3/28/16](http://www.mjc.edu/general/accreditation/minutes_college_council_032816.pdf), [Minutes - College Council 4/11/16](http://www.mjc.edu/general/accreditation/minutes_college_council_041116.pdf)). The Mission statement is widely publicized, appearing in the annual college catalogue, posted on the MJC website, and printed in materials used for recruitment, meeting agendas, and in various places throughout the institution. (<http://www.mjc.edu/instruction/catalog.php>; [http://mjc.edu/president/; College](http://mjc.edu/president/;%20College) Council agenda - 3.27.17)

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 included thoughtful review of encompassing all of the modalities taught by MJC as well as being inclusive of the newly approved Baccalaureate Degree 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. (BOT Minutes)

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

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

**Standard I.B.1**

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

Evidence of Meeting the Standard:

1. The institution has a structured dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The institution engages in broad, and continuous engagement related to student learning and achievement through professional development, council and committee work, and program review. At the beginning of each fall and spring semester, a campus-wide Institute Day is planned by the Professional Development Coordinating Committee (PDCC), that regularly includes experts who present national models and data as well as lead post-presentation discussions with College stakeholders. Presentations have been made to the college on topics including Implicit Bias, the RP Group’s Student Support (Re)Defined and the Six Student Success Factors, guided pathways for students, the Multiple Measures Assessment Project, the California Acceleration Project, and other relevant topics. (need Institute Day Agendas, 2014, 2015, 2016, 2017—also get agendas for the Regional Equity Conference from J. Todd) These presentations provide opportunity for ongoing dialog in councils and divisions about new ideas and initiatives on the campus. From these discussions, the Student Success and Equity Committee (SSEC) adopted the Six Student Success Factors as a foundation for student support; English faculty developed an Accelerated English course sequence; faculty groups reviewed disaggregated data and revised syllabi; and the College began discussions around guided pathways (SSEC Minute – Flerida; <https://www.mjc.edu/general/research/english2016.pdf>, p.2; CUE: <http://www.mjc.edu/governance/ssec/documents/ssec_minutes_2017jan30.pdf>, p. 2-3; Guided Pathways Application).

The College Curriculum Committee ensures academic quality related to all curricular matters including new and revised curriculum, policies related to noncredit, Course Identification numbering (C-ID) and Transfer Model Curriculum (TMC), and currency in accreditation matters (<http://www.mjc.edu/governance/curriculum/agendas.php>). The curriculum process includes the incorporation and review of student learning outcomes with each course outline of record. The program approval process also includes the review and incorporation of program learning outcomes for students (Curriculum approval guidelines).

The Outcomes Assessment Workgroup (OAW) and the Program Review Workgroup guide the improvement of Student Learning Outcomes assessment and Program Review tools and processes that enable faculty to effectively report, engage, analyze, and increase student learning and achievement (evidence – J. Todd). After evaluating assessment and program review processes, the College moved to a full integration of disaggregated SLO and achievement data in one process and template. A newly developed platform provides a more robust timeline for program review completion (once every two years rather than every five) and a more thorough SLO assessment cycle (every course assessed once every two years). Program review directly supports the college priority of student equity, student success, and academic quality through a structured, required analysis which leads to program improvement. (Senate & CC Minutes re: eLumen; eLumen template)

The College has continued to focus on institutional effectiveness and building institutional capacity to use and understand general and disaggregated data. College-wide ATD Data Summits and subsequent dialogue about student learning and equity gaps led to the development of the Student Equity Plan and the Education Master Plan along with the emergence of specific activities to improve student learning and student achievement (<https://www.mjc.edu/general/research/atddataupdate2016november.pdf>; Student Equity Plan, p. 57-62; Education Master Plan – p. 24-30).

1. The dialog occurs on a regular basis and stimulates plans for improvement.
2. The dialog uses the analysis of evidence, data, and research in the evaluation of student learning.

Dialog regarding continuous improvement occurs regularly in committees, councils, divisions, and workgroups. Constituency-based discussion is integral to the implementation and evaluation of the College planning agenda and the processes that support it. The participatory governance handbook, Engaging All Voices, outlines the organization of the College’s governance structure. (<http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf>, p. 29) Campus leaders from all constituent groups engage in dialogue that leads to concrete outcomes through multiple perspectives in the participatory process. (College Council minutes)

The analysis of evidence, research, and data has been incorporated into college-wide discussions and processes. The Education Master Plan (EMP) was developed through deep discussion of environmental and institutional data leading to a comprehensive plan. The EMP is rooted in continued analysis of evidence, research of the latest scholarship of teaching and learning, and ongoing dialog in College councils, committees, and workgroups that improves learning and student achievement for students. (Division agendas for charrettes; EMP) The Instruction Council identified key measures and then reviewed data sets in order to develop a prioritized list of potential faculty positions for hiring. (hiring prioritization document) The DE Committee regularly reviews student achievement data and discusses ways in which online courses and services can be improved to increase student learning. (DE Committee minutes) The Student Success and Equity Committee (SSEC) closely monitors disaggregated data to identify disproportionate impact and develop solutions to close equity gaps. (SSEC minutes)

The college has engaged in specific dialogue about understanding disaggregated data and subsequent questions for exploration and substantive change to improve student success. The Center for Urban Education (CUE) worked with deans and volunteer faculty to explore individual success and retention rates through disaggregated data to identify solutions that close equity gaps. After an examination of achievement gaps in developmental education, basic skills courses at MJC have been redesigned to better facilitate student learning and shorten time to completion. English faculty developed and are offering accelerated English courses, and mathematics faculty will pilot a noncredit math emporium model in summer 2017. (<https://www.mjc.edu/general/research/english2016.pdf>; noncredit math emporium)

To support these efforts in measuring student learning, the Academic Senate passed resolutions in support of regular learning outcome assessment. (S16-D “Adoption of eLumen” and S16-F “Cycle of Assessment” found on senate website) There is ongoing dialogue about the Program Review Cycle, its component parts, and its effectiveness. (First discussion 10/20/2016, Second discussion 12/1/2016 found on senate website) To further support these efforts, the College has engaged in productive dialogue about incoming student assessments that incorporate multiple measures. Multiple measures are now adopted by English and mathematics faculty to provide students with several methods of identifying placement levels in math and English courses. (http://www.mjc.edu/studentservices/enrollment/testing/multiplemeasures.php)

These ongoing conversations facilitate a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning. Discussions about data are becoming more frequent and focus on deeper analysis, as institution-wide capacity for data analysis is being built. Faculty, classified professionals, and administrators are more at ease discussing questions that arise from its analysis, increasing institutional ability to understand and use data. Statistical information is regularly found in minutes, updates, communications, and on the College Data Dashboard. (<http://www.mjc.edu/general/research/dashboards/index.php>; college council minutes) With the development of the dashboard, any stakeholder may see disaggregated data about programs, divisions, departments, programs, and courses. This publicly accessible page increases access to information as well as greater accountability for understanding it. Trainings have been offered to teach the use of various information sites (e.g. Launchboard, Data Mart, Burning Glass, MJC’s Data Dashboard). ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) The President, in order to facilitate conversation across the institution, holds regular meetings on each campus, Coffee and Conversation, where a forum is provided to discuss various topics related to instruction, initiatives, and the institution (minutes??). The President also sends out a regular electronic communication that often contributes to, or generates new, substantive discussions (President’s emails – Reflection page).

Faculty and administration discuss continuous quality improvement of student learning through online delivery, including how it compares with student learning in traditional programs (data dashboard). The Academic Senate had detailed discussion about online teaching and learning culminating in the passage of S16-G “Resolution in Support of Adopting the OEI Rubric for Online Courses” (link). Foundationally, all faculty who teach online must obtain online training through MJC’s master online teacher training program or its statewide equivalent, @One online training. There is an “Online Faculty Resources” page on the MJC website that is an always accessible source of assistance for faculty. ([Online Faculty Resources](http://www.mjc.edu/instruction/online/facultyresources.php)) When scheduling, faculty and deans have dialogue about success, retention, and completion rates to determine the scheduling of online courses.

Analysis and Evaluation:

The College facilitates ongoing, effective dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Conversations and practices that support the College priorities of helping students reach educational goals and close equity gaps are integrated into council meetings and department activities. Efforts to improve teaching and learning, provide services that help students feel they belong and have access to needed support, and increased analysis and understanding of institutional data have contributed to a growing culture of continuous quality improvement. The College culture includes the expectation that conversations be undergirded with data, that data is used to justify any requests, and that assessment of these processes will result in process improvements for the future.

MJC has significantly invested in creating and maintaining a culture of continuous quality improvement as College constituents work to help students achieve their educational goals. Investment in positions, professional development, events, and infrastructure have been prioritized to support improved student learning and achievement. These investments have led to reflective, substantive, and proactive dialogues across all disciplines toward ongoing, positive change for MJC students.

**Standard I.B.2**

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

Evidence of Meeting the Standard:

1. Student learning outcomes and assessments are established for all courses and programs (including non-credit instruction, student services, and learning support services).

MJC has established learning outcomes for all of its courses, programs, degrees, and certificates. As part of a continuing process of improvement, faculty review and update learning outcomes at all levels for courses, degrees, certificates, and programs. (evidence of review?)

The SLO Assessment Handbook defines learning outcomes at all levels, identifies who is responsible for facilitating the measurement of learning outcomes, defines how to assess learning outcomes, and offers instruction on how to close the assessment loop through productive dialogue. ([SLO Assessment Handbook 2013](http://www.mjc.edu/general/accreditation/slo_handbook_2013.pdf)) The Outcomes Assessment Workgroup (OAW), a subcommittee of the Academic Senate, hosts a page on the MJC website, which instructs faculty how to use eLumen to archive assessment instruments, record outcome results, create reports for use in analysis of outcomes data, and information about how to integrate these reports with program review. ([Outcomes Assessment Index](http://www.mjc.edu/instruction/outcomesassessment/index.php)) The OAW works in conjunction with faculty to establish and keep current learning outcomes, and these are assessed on a regular schedule posted on the Outcomes Assessment Workgroup page. ([OAW Workgroup Website](http://www.mjc.edu/instruction/outcomesassessment/workgroup.php))

1. Learning outcomes assessments are the basis for the regular evaluation of all courses and programs.

Evaluation of student learning and achievement are the foundational assessment criteria for course and program analysis. Evaluation has led to several key transformational curricular initiatives at the College. Following a faculty retreat in 2015 that focused on achievement data, the English faculty addressed low persistence rates in basic skills English courses by developing an acceleration model at the College. (English Department Program Review, 2016, p. 2 <https://www.mjc.edu/general/research/english2016.pdf>) Student feedback in the 2015 “Candy Bar Survey” was instrumental in the design of the Developing Hispanic-Serving Institutions (Title V) grant: “Removing Barriers for High Need Students”, which enabled a redesign of the Student Services division and the development of a noncredit Math Emporium for students in basic skills. (Candy Bar Survey; Title V grant, p. 18, noncredit math courses) As part of a collaboration with the Center for Urban Education at USC, a thorough review of evidence regarding student equity at the College led faculty to transform course syllabi in order to close achievement gaps in particular courses. (CUE agendas) CTE faculty engaged in deep review of student achievement data to identify needs and develop program improvements through the Strong Workforce Initiative, resulting in proposals from Fire Science, Agriculture Irrigation, Medical Assisting, Business Administration, and Certified Nursing Assistants. (SW Proposals) Piloted supplemental instruction in accounting classes resulted in a thorough student learning outcomes assessment and cost/benefit analysis, leading to the development of an accounting boot camp to increase persistence rates. (evidence – N. Sill) (Other program improvements??)

3) Improvements to courses and programs have occurred as a result of evaluation.

Course and program improvement develops through several evaluation perspectives. MJC faculty are responsible for the development of curriculum, which is approved by the Curriculum Committee and the Board of Trustees. ([Curriculum Committee Website](http://www.mjc.edu/governance/curriculum/); BOT minutes w/curriculum approval) Program review, including the regular assessment of all SLOs, informs the curriculum process. In program review, departments analyze program, general education, and institutional learning outcomes; assess their curriculum review cycle; examine the demand for course offerings; investigate disaggregated student achievement data; and, construct action plans to improve student learning and completion (PR examples, SLOs). As assessment processes have strengthened across the college, a new two-year cycle allows for two full iterations of learning outcomes assessment and program review to inform each department’s five-year curricular update. (OAW website with cycle updates NITA; insert cycle visual, Senate and College Council minutes)

Beyond program review, CTE faculty work closely with recommendations from advisory committees in order to maintain course and program currency and relevance. (Advisory Committee minutes) CTE courses and programs are also reviewed and endorsed by faculty from fifteen neighboring community colleges in the Central Valley through the Central Region Consortium curriculum review process. ([http://crconsortium.com/2016-2017-endorsed-programs/)](http://crconsortium.com/2016-2017-endorsed-programs/%29) CTE programs improve programs in response to feedback from advisory committees regarding current industry needs. (Ag Irrigation Advisory Committee notes; Respiratory Care Advisory Committee notes; Logistics Advisory Committee notes)

4) The institution provides for systematic and regular review of its instructional and student
 support services.

The College provides a systematic and regular review of its instructional and student support services. Modesto Junior College’s Student Services Program Review Data is available on the Research and Planning Website. ([IR Program Review Website](http://www.mjc.edu/general/research/programreview.php)) Student Services follows a two-year review cycle, similar to instruction program review, and includes student support and service area outcomes assessment results in each program review. ([Student Services Assessment Matrix 2013-2015](http://www.mjc.edu/general/accreditation/student_services_matrix.pdf); new matrix)

The following student services programs have program reviews and assessment data posted publicly:

* [CalWorks](http://mjc.edu/general/research/calworksoutcomes.pdf)
* [Career Development and Transfer Center](http://mjc.edu/general/research/careercenteroutcomes.pdf)
* [Counseling](http://mjc.edu/general/research/counselingoutcomes.pdf)
* [Disabled Student Programs (DSPS)](http://mjc.edu/general/research/disabledservicesoutcomes.pdf)
* [Enrollment Services](http://mjc.edu/general/research/enrollmentservicesoutcomes.pdf)
* [EOPS (Extended Opportunity Programs & Services)](http://mjc.edu/general/research/eopsoutcomes-1.pdf)
* [Health Services](http://mjc.edu/general/research/healthservicesoutcomes.pdf)
* [International Student Services](http://mjc.edu/general/research/internationalservices.pdf)
* [Library & Learning Centers](http://mjc.edu/general/research/libraryservicesoutcomes.pdf)
* [Student Development & Campus Life](http://mjc.edu/general/research/studentdevelopmentoutcomes.pdf)
* [Student Financial Services](http://mjc.edu/general/research/studentdevelopmentoutcomes.pdf)
* [TRIO](http://mjc.edu/general/research/trioservicesoutcomes1.pdf)
* Veterans Services (need link)
1. Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally accepted in higher education.
2. Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

The Baccalaureate Degree in Respiratory Care curriculum was developed to reflect higher levels of depth and rigor for upper division courses. Faculty workgroups developing upper division curriculum engaged in multiple discussions regarding rigor, appropriate content, advising and support mechanisms, and student learning outcomes. College faculty developed CLOs around upper division respiratory care and general education courses, appropriate to the skills and knowledge needed to earn a bachelor’s degree. Program Learning Outcomes (PLOs) also reflect the attainment of higher skills and knowledge. (PLOs on Curricunet) The courses and program were approved locally, by the Central Region Consortium, and by the state chancellor's office. (Curriculum Committee minutes; CRC approval; Chancellor’s Office approval) Course and program assessment, including the analysis of student learning and achievement rates, will begin when classes are offered, scheduled for fall, 2017.

Analysis and Evaluation:

MJC continues to evolve as a data-driven, assessment-oriented institution. Concerted efforts have been made to construct efficient assessment cycles and make data more accessible and usable for faculty and the College is progressing in the level of analytic discourse and program improvement resulting from the assessment process. In 2015, the Institution purchased eLumen software to assist with the collection, housing, disaggregation, analysis, and reporting of assessment data and program review. The platform centralizes results and can produce reports that help identify specific groups who need attention and/or assistance to achieve their learning goals. ([IR Program Review Website](http://mjc.edu/general/research/programreview.php))

Disaggregated data helps shape many improvements and reforms on campus. The Center for Urban Education has coached both faculty and administrators on the use of disaggregated data that now influences the reduction of equity gaps in courses. Data is routinely disaggregated to review learning and achievement outcomes from students in online courses. Faculty and deans have engaged in rich discussion about teaching strategies that reach students from impacted groups. Many positive outcomes have developed because the College is increasing its review of data; however, there is a need for institutional processes that move discussion toward actionable steps. With an ongoing focus on improvement, the Institution will facilitate substantive and sustained dialogue about the refinement of curriculum and pedagogy that lead to increases in student learning. Steps will be outlined in the Quality Focus Essay.

Quality Focus Essay
(1.3)

**Standard I.B.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.*

Evidence of Meeting the Standard:

1. The institution has established criteria and processes to determine appropriate, institution-set standards for student achievement, including course completion, program completion, job placement rates, and licensure examination passage rates. The metrics both monitor and challenge institutional performance.
	1. In addition to the above metrics, institutions must demonstrate they are aware of, and use the key metrics used in the USDE College Scorecard.
2. There is broad-based understanding of the priorities and actions to achieve and exceed institution-set standards.

The College has established criteria and processes to determine appropriate, institution-set standards for student achievement. Annual discussions in College Council identify Institution Set Standards (ISS), used as a minimum measure of effectiveness, and Institutional Effectiveness Partnership Initiative (IEPI) goals, identifying a more aspirational target for the College. ([2016-2017 IEPI Goals](http://www.mjc.edu/general/accreditation/iepi_goals_mjc_2016_17.pdf), p. 2; CC Minutes, IEPI goals) The two measures detail the College standards and aspirational goals, including metrics for course completion, degree and certificate completion, and transfer. Progress reports toward meeting and exceeding institution-set standards are provided in College Council, and the yearly results are reported in the ACCJC Annual Report. ([ACCJC Annual Report 2016](http://www.mjc.edu/general/accreditation/2016_annual_report.pdf), 2017) SSSP and Student Equity funding have enabled the development of strategies based on best practices and research that will reflect in students’ success in the near term and for future years. (SSSP and SEP) The 2015-16 Institution-Set Standards are listed below:

**MJC Institution-Set Standards**

**2015-16**

64.5 % Successful student course completion

1195 Unduplicated student completion of degrees and certificates combined

990 Number of unduplicated student completion of degrees, per year

278 Number of student completion of certificates, per year

4.7% Number of students who transfer each year to 4-year colleges/universities

1. The institution annually reviews data to assess performance against institution-set standards

The College relies on the key metrics used in the annual USED Scorecard to assess performance against institution-set standards. Data on the CCCCO Scorecard is foundational to other reports that are generated. The College publishes a link to the Scorecard on its website. (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>) Scorecard data and other reports help programs, divisions and departments stay appraised of their progress as compared to the Institution-Set Standard indicators. Regular processes such as program review and assessment also keep faculty informed of institutional effectiveness progress. The College Council reviews performance data each year to measure progress against ISS. (College Council agendas/minutes) The discussions that arise from these processes lead programs, divisions, and departments to make improvements so that Institution-Set Standards may be met, reviewed, and continually raised.

1. If the institution does not meet its own standards, it establishes and implements plans for improvement which enable it to reach these standards.

The ACCJC Annual Report identifies Institution-Set Standards and the actual data attained by the institution for the year. (http://www.mjc.edu/general/accreditation/2016\_annual\_report.pdf) In the preparation and review of the report through the college participatory governance processes, MJC takes the opportunity to address successes and challenges that the data suggests. (College Council Minutes, April, 2017)

1. The institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses assessment to improve the quality of the baccalaureate program.
2. Student achievement standards are separately defined and assessed for baccalaureate programs to distinguish them from associate degree programs.

As indicated in the mission, MJC offers a full undergraduate experience with separately defined student achievement standards for the Respiratory Care Baccalaureate Program. Institution-Set Standards for the program were developed, based on industry standards and the expectations of the external accrediting body, CoARC. (BDP-developed ISS) The program is not scheduled to be implemented until fall 2017, when results and benchmarks can be tracked and assessed. These results and standards will inform continuing programmatic improvement.

Analysis and Evaluation:

Modesto Junior College is at varying degrees of progress throughout the institution with regard to maximizing the use of Institution-Set Standards to measure student achievement. Metrics are set and published annually, analyzed and discussed in the College Council, and there is a framework for establishing them as benchmarks. IEPI goals provide targets from which to measure progress against the standards.

The Education Master Plan offers a comprehensive framework where plans can be executed to help the institution reach aspirational goals. It provides a structured work plan to deepen institutional capacity to assess and improve its programs and services. The College recognizes that better understanding of quantitative and qualitative data will uncover root causes for student behavior, enabling faculty and administrators to develop targeted strategies that increase student achievement. Through the process of self-evaluation, the College has identified specific actions to enhance the use of student achievement data and improve institutional effectiveness. These steps will be outlined in the Quality Focus Essay.

Quality Focus Essay

(1.1)

**Standard I.B.4**

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

Evidence of Meeting the Standard:

1. Assessment data drives college planning to improve student learning and student achievement.

At MJC, assessment data drives college planning to improve student learning and achievement. All initiatives and requests made to support student learning and achievement require the inclusion of equity data, student learning assessment, and justification that discusses how the initiatives/requests will improve results and close gaps. Program review is performed regularly, and the research and planning website has detailed information regarding instruction and student services program review data. ([IR Program Review Website](http://mjc.edu/general/research/programreview.php)) Program review provides the basic information to request resource allocations awarded by the institution (e.g. IELM, Lottery Funds, Hiring Prioritization Requests, etc.). (link to requests/form/rubric used by RAC and link to hiring prioritization process) CTE/Perkins funding requires faculty to report and acknowledge how allocated resources are improving programming, student learning, and student success and completion. (CTE/Perkins reports) The College also implemented a Strong Workforce proposal process, requiring program assessment and labor market data as a justification for proposed program improvements. (Strong Workforce Proposals)

College stakeholders have access to multiple data sources, including data from the Achieving the Dream Data Summit, the California Community Colleges Chancellor’s Office (CCCCO) DataMart, The CCCCO Launchboard, and the Data Dashboard on the research and planning website. (ATD Data Summit; DataMart; Launchboard; Dashboard) Requests by faculty and staff for professional development mini-grants from both Equity Funds and the Modesto Junior College Foundation are facilitated through processes that requires data supporting the validity of the proposal and evidence that the proposed activity will support student learning and achievement. (link to Applications) Minutes from the Student Success and Equity Council (SSEC) reflect the range of proposals that have been submitted and which proposals were granted funds. (link minutes from equity site) Regular discussions about assessment data are held in Academic Senate and College Council (Senate and CC Minutes)

1. Institutional processes are organized and implemented to support student learning and student achievement.

College processes support student learning and student achievement through the implementation and evaluation of its institutional plans. (EMP; Student Success and Support Program (SSSP), Student Equity, Basic Skills Plan, Distance Education Plan, Technology Plan) The MJC Strategic Plan articulates the College’s commitment to well-organized processes in Strategic Direction Four: “Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability.” (link Strategic Plan pdf) The EMP links directly to the Strategic Plan, with specific activities and targets under Strategic Direction Four that require the incorporation of assessment data in the determination of successful, sustainable programming. (EMP, p. 29-30)

Data used for assessment and analysis are disaggregated to reflect factors of difference among students and to identify opportunities for improvement. Key indicators are shared through college-wide forums that invite broad discussion, participatory governance councils and committees, in administrative meetings such as Deans’ Cabinet, and in division and department meetings. (ATD Data Summit Data; Institute Day: Pathways Discussion; College Council agendas; Deans’ Cabinet agendas; division agendas) Review of data leads to exploration of new ideas, professional development, and recommendations for improvement of student learning and student achievement. (Pathways application; CAP acceleration professional development; acceleration courses)

Analysis and Evaluation:

With each iteration of the allocation processes, the institution, through continuous quality improvement, becomes more adept at the use of assessment data in the proposal and decision making process. Planning and resource requests require the use of critical data points such as success rates, retention rates, completion rates, FTES/FTEF, FTES generation, course scheduling, and other instructional and non-instructional programmatic measures. With the rollout of the publicly accessible Data Dashboard, designed by the Research and Planning Office, all stakeholders of the Institution may access the following reports:

1. Student Equity and Success Rates, Disaggregated by Ethnicity
2. Program Productivity Measures
3. Faculty by Program and Type
4. Programs and Success Measures
5. Enrollment Trend Reports
6. Course Completion Trend Reports

These measures contribute to a holistic picture of how a program is responding to student learning needs, and in conjunction with assessment data and Program Review, create a foundation for planning. The College has improved its ability to gather, publish, and discuss data. There remains, however, room for improvement in how it organizes institutional processes to support improvement of student learning and student achievement, based on data. Specific steps to increase integrated, evidence-based planning are outlined in the Quality Focus Essay.

Quality Focus Essay

(1.4)

**Standard I.B.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.*

Evidence of Meeting the Standard:

1. The college has established and used program review processes that incorporate systematic, ongoing evaluation of programs and services using data on student learning and student achievement. These processes support programmatic improvement, implementation of modifications, and evaluation of the changes for continuous quality improvement.

MJC has a program review process in place that incorporates systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and reevaluation. The first question asked in the template is about how the program supports the mission of the college. ([Program Review Assessment Cycle](http://www.mjc.edu/general/accreditation/assessment_program_review_cycle_update_2017.pdf), [Outcomes Assessment Cycle](http://www.mjc.edu/instruction/outcomesassessment/cycle.php); need to make sure websites are up to date; Program Review Template). The College continues to refine its outcomes assessment process and program review cycle. In 2015, the College invested in eLumen as a platform to help with disaggregated learning outcomes data and provide capacity for greater data analysis. After evaluating the program review and assessment process, the College moved from a five-year model to a two-year cycle of student learning outcomes (SLO) assessment and program review that more closely aligns with CTE program curricular review, provides improved analysis for course and program curricular updates, and fully supports continuous assessment and quality improvement. ([Academic Senate Resolution S16-C](http://www.mjc.edu/general/accreditation/resolution_s16_c_cycle_of_slo_assessment_and_program_reviews_with_revisions_march_3_2015.pdf); other Senate resolutions; College Council and Academic Senate minutes; PR workgroup notes and proposal) Program review incorporates both student achievement and student learning data, disaggregated for analysis and review. In each program review, departments analyze program, general education, and institutional learning outcomes; assess their curriculum review cycle; examine the demand for course offerings; investigate disaggregated student achievement data; and, construct action plans to improve student learning and completion. Resource requests based on student learning, student achievement, and other institutional data are developed to improve and revise programs. The requests are then considered and recommended through established processes of the college participatory governance structure. (PR Instructions for resource requests; see/use new PR process from April 2017 in Senate and College Council; [Budget Development & Resource Allocation Process](http://www.mjc.edu/general/accreditation/budgetdevelopprocess.pdf) : reports of allocations from RAC/approval from College Council?)

1. Data assessment and analysis drive college planning to improve student learning and student achievement.

The analysis of program review data, as well as institutional data sets available on the College research dashboard, drive college planning to improve student learning and student achievement. (program review example; <http://www.mjc.edu/general/research/dashboards/equity.php>) College planning processes include data that is reviewed and discussed by participatory governance bodies in order to improve student learning and achievement. (<http://www.mjc.edu/governance/documents/engagingallvoices_8_26_13.pdf>, p. 17) Examples of the analysis and use of data in planning include:

* The development of the MJC Education Master Plan (EMP) after campus-wide review of institutional and labor market data (http://www.mjc.edu/general/accreditation/emp/documents/edmasterplan\_data\_elements.pdf).
* The review of student achievement data set in conjunction with the Institutional Effectiveness Partnership Initiative (IEPI) goals and Institutional Learning Outcomes (ILOs). (<https://www.mjc.edu/governance/collegecouncil/documents/iepi_15-16.pdf>, p. 2-4; ILOs; 16-17 – CC minutes, April 2017)
* The allocation of Instructional Equipment and Library Materials (IELM) funds through the Resource Allocation Council (RAC) based on resource requests developed from program review. (http://mjc.edu/governance/rac/documents/instructionalequipmentrurubricdraft.pdf)
* The prioritization of faculty positions for hiring recommendations by the Instruction Council from needs identified in program review. (IC minutes)
1. Data used for assessment and analysis is disaggregated to reflect factors of difference among students, as identified by the institution.

Data used for assessment and analysis is disaggregated to illustrate disproportionate impact between student populations identified as having the greatest equity gaps in achievement. Understanding equity gaps in the student populations is a priority at MJC and is included in most data discussions. The College engaged in deep review of disaggregated data in the development process of the Student Equity Plan. (<http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf>, p. 10-12) Most of the data sets identified for the development of the Education Master Plan were disaggregated by ethnicity to continue an emphasis on the College equity efforts. (<http://www.mjc.edu/general/accreditation/emp/documents/edmasterplan_data_elements.pdf>, p. 3-4, 7-8) The first dashboard on the Institutional Research site displays Student Equity and Success Rates, by Ethnicity. (<https://www.mjc.edu/general/research/dashboards/index.php>) Further, the move in 2016-17 to a new program review platform includes the ability to assess disaggregated retention and success data. (snapshot of program review)

The program review process is consistent for all programs regardless of delivery mode (reference the Curriculum Review process that is same for all courses and programs regardless of delivery mode).  Results of program review as well as many analytics are publicly available on the Research and Planning site so all constituent groups and stakeholders can access relevant information. (http://mjc.edu/general/research/programreview.php) The use of common data sets combined with established assessment and program review processes contribute to the integration of planning and resource allocation.

Analysis and Evaluation:

The College actively assesses the accomplishment of its mission by measuring student success and retention data, and program growth and development. Administrators and faculty intentionally review disaggregated data to ensure programs and services meet the needs of the ever-changing population it serves. Through the Great Teachers Retreats 2015 & 2016, the institution invested in professional development of faculty in the areas of acceleration and equity. (Great Teacher Retreat Agenda 2015, Great Teacher Retreat Agenda 2016) Further instruction on the interpretation of disaggregated student learning and student achievement data has facilitated improvements in courses and programs across the institution. (BBSS Division Meeting Agenda, Lit & Lang Division Meeting Agenda \*Institute Day meeting\*, COR ENGL 45 & 100)



The institution has made great strides in the use of data in program review, assessment, planning and allocation of resources. Data is becoming more readily accessible all of the time through dashboards now available on the Research Office website. ([IR Index](http://www.mjc.edu/general/research/index.php)) Information is accessible at all times to all stakeholders, and can be disaggregated to a very granular level. This ready access to information supports the continued development of a culture of inquiry and data utilization.

**Standard I.B.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.*

Evidence of Meeting the Standard:

1. Disaggregation of data
	1. The institution disaggregates learning outcome data for student subpopulations, as identified by the institution.
	2. The institution disaggregates student achievement data for student subpopulations, as identified by the institution.
2. Student subpopulations, for disaggregation, may be defined differently for student learning and student achievement.

The analysis of disaggregated student learning and student achievement data is a priority of the College. The continuing assessment of student learning outcomes and the program review process enable the College to analyze the achievement and learning outcomes data of its various student populations. Prior to 2015, the College reviewed aggregated student learning outcomes data in program review. After evaluating the process, the College adopted a new system, eLumen, that would enable faculty to review disaggregated student learning outcomes and incorporate the analysis into a more comprehensive program review. The College evaluated and changed what had been a five-year assessment and program review cycle, engendering a more robust two-year process that aligned with CTE programs and allowed for two full cycles of data engagement before departments refine curriculum.

Learning outcomes assessment data is mapped to program (PLOs), general education (GELOs), and institutional learning outcomes (ILOs), and reviewed every two years, enabling faculty to evaluate learning through a disaggregated lens. (Program Review – PLO, GELO, and ILO disaggregated data) Student achievement rates are disaggregated at the course level, where faculty may compare their learning outcomes and achievement rates. In program review, faculty are asked to reflect on the equity gaps that are present in learning outcomes and achievement rates, and if they exist, what their plan is to close them. (Program Review)

The College implements multiple initiatives and plans to serve its students and improve performance. As a federally designated Hispanic Serving Institution, the College closely tracks student achievement data regarding its Hispanic student population as well as other underserved populations. Review of disaggregated achievement data includes basic skills data and transfer-level retention, persistence, and completion data. (<http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf>, p. 27-29) Deep assessment of student achievement data in the development of the SSSP and Equity Plans uncovered a significant equity gap for African American students across all measures. The equity gap for Hispanic students was also significant, though smaller than the gap for African American students. With the large number of Hispanic students at the College, addressing the gap for both student populations became a priority. Data analysis led to specific plans intended to increase the number of students who progress in and complete courses and programs from both populations. (<http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf>, p. 10-12) Throughout the body of the Student Equity Plan, key performance indicators and targets are identified by which the institution will know when it has met the goal of reducing equity gaps. (Student Equity Plan, p. 19) Continual analysis of disaggregated data is encouraged and the data is provided on the Research and Planning’s Equity Data page. (<http://www.mjc.edu/general/research/equity.php>) All stakeholders have access to these data, and they are used at the departmental, course, and individual instructor level to improve the learning experience for students.

The MJC Student Equity Plan offers the conclusions of a gap analysis that shows where disproportionate impact occurs. The introduction to the Equity Plan identifies the target groups:

Modesto Junior College is committed to access, completion, and excellent education for all students in the service area. In the tables that follow, multiple population groups showed disproportionate impact when compared to the highest achieving reference group. Particular groups are targeted for this plan, based on percentage point gaps over multiple equity indicators. Other populations that have disproportionate impact will be included in equity activities, but may not be primary target groups. Other populations with disproportionate impact may have a small number of students and will thus be included but not targeted. (Student Equity Plan, p. 5)

In some metrics, veteran students and low income students were identified as having equity gaps. (Student Equity Plan, p. 5) African American students and Hispanic students showed equity gaps in every identified measure. (eLumen disaggregated data; <http://mjc.edu/general/research/dashboards/equity.php>) Online student data is routinely reviewed and compared to traditional student outcomes. The College also disaggregates first generation student data and part-time/full-time student data to better understand how instruction and services impact these groups. (need evidence here) With membership in the ATD network, institutional discussions and review of disaggregated data in student learning as well as student achievement has increased. Through the analysis of multiple initiatives and projects, trends are identified and analyzed, and plans are set in place to address noted disproportionate impact.

2. The college’s resource allocation is driven by program review.

Resource allocation is driven by program review. The Resource Allocation Council (RAC), a standing council of the College, meets twice monthly to review the College budget process and allocate resources that have been requested through program review. For example, Instructional Equipment and Library Materials (IELM) are forwarded to RAC through a process that includes verifying they are embedded in program review, prioritization through an individual department process, and approved, modified, or disapproved by RAC through analysis using a developed rubric. (IELM rubric) The process is reviewed and evaluated each year for continuous improvement. (RAC minutes reviewing IELM process) RAC Guiding Principles provide guidelines for the process of resource allocation. (<https://www.mjc.edu/governance/rac/documents/rac_guiding_principles.pdf>) The Instruction Council (IC) similarly looks to program review as the foundational site documenting the need for faculty hiring. The IC reviews requests for new faculty positions that come from program review and submits a prioritized recommendation to the College Council. (IC Hiring Prioritization process).

3. The institution demonstrates that institutional data and evidence, including student achievement data, is used for program review and improvement.

The College embeds institutional data, including disaggregated student learning and achievement data, in program review. The program review template asks faculty to review and analyze program, general education, and institutional learning outcomes, and to provide a plan to close learning gaps after reflecting on what they observe. (PR template, ILOs and PLOs) Departments are also asked to document and analyze student retention, success, and completion, disaggregated by ethnicity, as well as productivity measures, scheduling for courses, and other area-specific data. (PR, Enrollment, Success and Productivity Trends)

The institution continually focuses on program review and improvement, as well as closing equity gaps. After reviewing disaggregated course success rates, the College invested in the Center for Urban Education’s (CUE) Equity Institute for deans and faculty. This intensive one-semester training takes individual faculty through the analysis of their own equity data, identifying areas for improvement, studying ways to make their syllabi and classroom more accessible to varying student populations and results in the faculty submitting a final report after the training. (ask Flerida for information about faculty reflections on CUE)

At the Great Teachers Retreat, 2015 and 2016, all faculty were invited to participate in professional development that focused on equity, pedagogy, and learning to work with data effectively. In 2016, faculty explored data from their courses, including success, retention, and completion. One session focused particularly on success rates, and faculty were guided through an exercise in interpreting and analyzing data from their own courses (evidence: 2016 Agenda, speaker brochure, desired learning outcomes from retreat - ask Nancy, survey monkey results). Faculty were then invited to apply for the Center for Urban Education Equity Institute for the following academic year to gain further professional development refining skills at reducing equity gaps in the classroom.

The institution also has invested physical, human, and fiscal resources into the development of a Multicultural Center to provide a space for meetings, studying, mentoring, and workshops for disproportionately impacted groups as identified in the Student Equity Plan. (Announcements from the Multicultural Center) To connect faculty, staff, and students with other groups in California Community Colleges, the institution has sponsored attendance to the A2Mend conferences (2015, 2016, 2017) (contact Equity Office to get a list of attendees—also sent Flerida an email to present a list of the year’s activities in College Council).

Review of disaggregated institutional data led to the development of a Department of Education Title V Grant entitled Removing Barriers for Underrepresented Students. The grant enabled the College to remove physical barriers through a facility renovation that now enables the provision of comprehensive services to students; procedural barriers through redesigned staff positions that streamline services; and academic barriers, through the development of noncredit supplemental learning. (Title V Grant, p. 18). Student Success Hubs and Pathways Centers now provide services and assistance to students in multiple locations on both campuses (Pathways Center evidence – Flerida).

4. If the college has distance education and/or correspondence education, it has a process for the planning, approval, evaluation, and review of courses offered in DE/CE modes, and the process is integrated into the college’s overall planning.

Online courses are evaluated and approved through the same curriculum review process as other courses. (Curriculum Committee minutes for DE course approval) All online courses were reviewed in summer 2012 with recommended improvements for effective online pedagogy. (Summary of Online Course Rubric Review; Schedule for Online Course Second Review) Before an instructor can teach an online course for the first time, they must complete the Online Teacher Training, which includes an equity component. The training is provided by the Distance Education Faculty Coordinator, a full-time position supported by the College (online training outline – M. Smedshammer) Through this training, faculty members receive assistance in planning and developing new online courses.

Analysis and Evaluation:

Modesto Junior College has made great strides in the use of disaggregated data for the purposes of identifying disproportionately impacted groups in terms of learning and achievement. Resources have been allocated for professional development, physical space, and technology resources to support the closing of performance gaps. Disaggregated data, including ethnicity, online student, and college-prepared/unprepared data, was used in college wide charrettes for the development of the Strategic Plan and Educational Master Plan. Within these guiding documents are long-term, measurable strategies for continued improvement. (Data sets for EMP, College Council Minutes approving the EMP on 3/13/17)





**Standard I.B.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.*

Evidence of Meeting the Standard:

* 1. The institution regularly reviews and assesses its institutional effectiveness practices and processes, including its cycle of evaluation, integrated planning, resource allocation, and re-evaluation, to determine their efficacy.

The College regularly reviews and assesses its institutional effectiveness practices and processes. At a conceptual level, evaluation is built into the structure of institutional processes. The institutional governance document, Engaging All Voices, provides for annual evaluation of each council and for the document itself. (EAV, RAC annual evaluation) Annual reaffirmation of guiding principles and processes for the governance councils is in Engaging All Voices and has been accomplished by some of the councils. In spring 2014, a comprehensive evaluation was performed and in the resulting years, several councils and committees have consistently conducted assessments. (cite Brian Sanders survey, RAC, IC?, CC, Technology Committee, Facilities Council)

The College has continued to evaluate and improve the cycles and processes for student learning outcomes and assessment, program review, resource allocation, and budget development. In 2013, the College operated a solidified, aggregated approach to student learning outcomes in program review, and a resource allocation model was employed to support the process. In 2015, the College evaluated its ability to produced disaggregated student learning data, and moved to purchase eLumen as a platform for assessment and program review. In 2016, the College appointed a Program Review Workgroup, and after planning and piloting eLumen, the workgroup recommended a timeline, approach, and model for program review that included the incorporation of hiring prioritization data, more comprehensive tracking and evaluation for resource allocation, and a plan for more timely budget development. (Program Review Workgroup Meeting Notes)

The College formed a Student Success and Equity Committee (SSEC) with a specific interest in integrated planning and work across several key initiatives, including the Student Success and Support Program Plan, the Student Equity Plan, the Basic Skills Initiative, and the Adult Education Block Grant. (SSEC Charge and Membership) The SSEC reviews and evaluates data, plans, and work across all of these areas in order to bring a more cohesive and integrated approach to solving key issues in student support, basic skills, student equity, and adult education. (SSEC Minutes)

2. The institution uses the results from assessment processes to develop and implement plans for improvement.

Results from assessment processes are used to develop and implement plans for improvement. The recently added ability to evaluate disaggregated student learning outcomes data alongside disaggregated student achievement data has been incorporated into program review. Departments are asked to analyze data and to construct plans for closing performance gaps. Resource requests for improvements can be made and prioritized through the participatory governance resource allocation process. (eLumen snapshot)

Major institutional strategic plans were developed from assessment of data and existing practices, including the Education Master Plan, the Student Equity Plan, the Distance Education Plan, and the College Technology Plan. (Student Equity Plan, p. 4; EMP, p. 4; DE Plan, p. 3; College Technology Plan, p. 3) College structures and processes are reviewed and recommendations for improvement adopted through the efforts of individual governance groups. (RAC minutes, end of year survey; EAV update)

* 1. The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

College evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program. Cross-disciplinary and departmental collaboration occurred during the planning and evaluation process to develop scalable and appropriate learning and student support services. Additionally, resource allocation and management related to the baccalaureate program have been prioritized in terms of sustainable modeling. College constituents from all parts of the College have collaborated to develop upper division curriculum, identify specific support services for the targeted working adult student, and planning for the staffing and structural needs of the program (Task Force minutes)

Analysis and Evaluation:

The College continues to build capacity in gathering and analyzing data. College councils and committees implement strategies to improve services and programs based on evidence-based practices. These efforts are assessed and refined in many cases. Awareness of the importance of assessment that leads to improvement is increasing; however, the College recognizes that there is not a deep institutionalization of the process of evaluation. New projects are sometimes implemented without a solid idea of what the measurable goals are and without identifying evaluation measures. The College will benefit from institutional processes that are widely adopted. With clear processes and training, the College will increase its ability to make improvements in measured, straightforward approaches. To address this need, an Actionable Improvement Plan was developed to increase capacity to assess and use results to improve institutional effectiveness and accomplishment of the mission.

Actionable Improvement Plan

**Standard I.B.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.*

Evidence of Meeting the Standard:

* + 1. The institution demonstrates that communication of its assessment and evaluation to internal and external stakeholders occurs regularly.

Results of assessment evaluation and activities are accessible to all stakeholders on the MJC Research and Planning Website. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) Discrete dashboards offer opportunity for information to be disaggregated and openly shared with the public.

Insert graphic of ILO dashboard.

For internal stakeholders, Modesto Junior College provides several forums where assessment and evaluation results may be communicated. As laid out in Engaging All Voices, councils participate in an annual self-assessment and discuss how to improve processes. (minutes from RAC and other councils that have participated) The recently adopted Education Master Plan includes a *Workgroup Progress and Self-Evaluation Template* intended to help workgroups and committees document their work and evaluate progress toward goals. (EMP, p. 32-33) In addition, the College sometimes employs the use of surveys and focus groups to understand the reasons behind statistical data. (Candy Bar Survey, Equity Focus Groups, CCSSE, ATD Survey)

In both the hiring prioritization process (Instruction Council) and IELM allocation (Resource Allocation Council), councils have implemented several iterations of processes. With each round, these processes have gone to constituent groups for review and improvement. (locate minutes in RAC, IC) Times have been set apart for discussion of assessment results, college planning, and evaluation of processes, including Institute Day, Program Review Parties, ATD Data Summits, and Coffee and Conversation with the President. (find sessions associated with Program Review and Assessment, link to communications about past program review parties; ATD Data Summit, 3.2017)

When laying the foundation for the Education Master Plan, the EMP Workgroup conducted a round of charrettes with each division in which data was shared and suggestions were solicited. A campus wide survey followed inviting internal stakeholders to prioritize the themes that emerged from the charrettes, which evolved into the four strategic priorities that frame the Education Master Plan. (Ed Master Plan Dev 2016 - excel; MJC Educational Master Plan Development; working drafts)

The College regularly participates in the Community College Survey of Student Engagement (CCSSE) and reports out the findings with the aim of institutional improvement. In 2017, the College expanded its CCSSE work to include the Survey of Online Student Engagement, and the report will be made available to the Distance Education Committee, the distance education faculty, and the college as a whole. (CCSSE on the Research Website, report outs in SSEC)

* 1. The strengths and weaknesses of the institution as identified by the assessment are clearly communicated to the college community.

Strengths and weaknesses that are identified through College assessment processes are clearly communicated through the participatory governance structure. College Council is the primary conduit for sharing assessment findings. IEPI goals and other assessment data are published and discussed in this central participatory governance setting. (minutes, <https://www.mjc.edu/governance/collegecouncil/documents/iepi_institution_set_standards_2015-2016_april_6.pdf>; ATD Summit Data) Other councils also review and share assessment data. RAC routinely reviews program review data in the allocation process. (RAC minutes) Instruction Council reviews program review data as they prioritize hiring recommendations. (IC minutes) The Student Success and Equity Committee look closely at disaggregated assessment results, including qualitative data such as focus group responses. (Focus Group data) These constituency-based councils are accountable for sharing information with those they represent at the College. (EAV Charges) Minutes of every meeting are also posted on the College website (minutes)

* 1. The data supported discussion on strengths and weaknesses is used to set institutional priorities.

Data supported discussion regarding strengths and weaknesses lead to the establishment of College priorities. The development of the Education Master Plan was a direct result of campus-wide discussion that included institutional data, environmental data, and labor market data as the starting point for charrettes in each College division. Charrette questions included asking what the strengths of the College were and what big ideas could be developed to improve it. (EMP Development Process) From these discussions, institutional priorities were set for the next five years, along with a work plan that included timelines and activities designed to meet the priorities. (EMP Priorities and work plan)

Analysis and Evaluation:

Modesto Junior College continues to mature in its communication processes. The development of the data dashboard through the Office of Research and Planning represents distinct progress in the dissemination of evaluation and assessment results. The successful development of the Education Master Plan 2017-2021 exemplifies the robust, process driven, and participatory evolution of measurable institutional goals and is evidence that the institution is developing its capability to incorporate stakeholder voices in long-term planning. The Education Master Plan offers a framework and timeline with measurable targets to facilitate continuous communication and improvement.

**Standard I.B.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.*

Evidence of Meeting the Standard:

1. Comprehensive institutional planning is designed to accomplish the mission and improve institutional effectiveness and academic quality.

All College plans are developed to accomplish the mission and improve institutional effectiveness and academic quality. (Strategic plans that link to mission: EMP, DE Plan, CTC Plan, Student Equity Plan – identify page numbers with mission) The EMP is the central planning document for the College, linking all other initiatives and projects to support the mission. (EMP Logic Model, p. 22) The College is prioritizing work identified in the EMP through workgroups that develop and document effective models in multiple areas that are then recommended through the participatory governance structure. (EMP workgroups, p. 34) EMP priorities directly address the mission throughout the plan. It also addresses academic quality in Priority #1 and institutional effectiveness in Priority #2 (EMP, p. 21).

2. Institutional planning must:

 a. happen on a regular basis

 b. include wide participation across the college-wide community

 c. use valid data sources

 d. follow consistent processes

3. Institutional planning integrates program review, resource allocation, strategic and operational plans, and other elements.

4. Comprehensive planning addresses short- and long-term needs of the institution.

Institutional planning regularly occurs through the participatory governance process. College Council, with representatives from every constituency on campus, reviews all major institutional planning efforts. As a responsibility of serving on a participatory governance council, members are accountable for sharing information and soliciting feedback on planning. (EAV, roles and responsibilities) Regular planning, shared through this structure, includes valid trend and program review data (CC minutes: IEPI Goals – 4.11.2016 and 2017?; Hiring prioritization) Processes for planning are consistent as outlined in Engaging All Voices. (EAV participatory governance processes visual) Constituency representatives from Academic Senate, California School Employees Association (CSEA), Associated Students of MJC (ASMJC), and the Leadership Team Advisory Committee (LTAC) take recommendations and decisions from council meetings to their constituents. (minutes: AS, CSEA, ASMJC, LTAC)

Many plans are developed in councils and then forwarded to College Council for approval. For example, Resource Allocation Council is responsible for College budget development, budgetary master planning, budgetary support of Student Learning Outcomes, and fiscal review of technology planning.  ([RAC Goals and Directions](http://www.mjc.edu/governance/rac/racgoals.php)) The Instructional Equipment & Library Materials (IELM) allocation process exemplifies the use of program review, strategic goals, and institutional planning for resource allocation (IELM Process – RAC). Over three iterations, the IELM allocation process has been executed, assessed, and refined to better meet institutional needs. (Minutes for RAC refining IELM process) Other councils have studied and refined key processes as well, including:

* College budget and updates (RAC minutes; CC minutes, 9.12.2016)
* Roles and responsibilities of council members (CC 9.12.2016 minutes)
* Faculty hiring prioritization (IC minutes, CC minutes)
* Enrollment priorities (SSEC minutes; CC minutes – SSEC recommendations)
* IEPI Goals (CC minutes 4.11.2016)
* Review of the Mission Statement (CC minutes, spring 2016)
* Program Review (CC minutes)

Program review is aligned with the College mission, and the process brings together key departmental data, including disaggregated student learning and achievement rates, productivity measures, course demand and scheduling data, degrees and certificates awarded, and progress towards the overall College completion goal. Program review includes the process of requesting resource, and the College has a participatory governance process for resource allocation.

In addition to plans adopted through participatory governance meetings, College strategic plans drive innovative planning in divisions. The Student Equity and Student Success and Support Program (SSSP) plans prioritized faculty professional development in order to develop new approaches to increasing student achievement and closing equity gaps. Two summer Great Teachers’ Retreats provided professional development on topics including, acceleration, programs to address the needs of students of color, and First Time in College programs. (GTR agendas) From the objectives outlined in the strategic plans and their recommendations for professional development, interested faculty developed pilot programs in each of the noted areas. (Acceleration curriculum, FTIC program, Rise UP program) Individual mini-grants to try new ideas were funded. (SSEC mini-grant minutes) Data on the pilot programs are being gathered, which will inform additional planning agendas. (Acceleration data, FTIC data, Rise Up data) Program review is a fundamental element in most planning, including resource allocation, Strong Workforce proposals, and recommendations for hiring. (IELM process, Hiring prioritization, SW proposals) Planning at the College is directly linked to published strategic planning documents; however the College acknowledges that improvements in its planning processes will provide consistency and encourage additional planning and evaluation, which is addressed in the QFE (QFE).

Analysis and Evaluation:

The process of institutional planning is an area where the institution is showing improvement but has not yet fully adopted the cycle of continuous quality improvement. Built into the Education Master Plan 2017-2021 are elements specifically designed to promote process, assessment, and accountability. (EMP Gaant chart, EMP annual progress report template, Role of EMP workgroup) The College has identified an Actionable Improvement Plan, building on the structures and processes adopted in the EMP to identify specific tasks that lead to the adoption of a comprehensive, cycle of planning, implementation, and evaluation. A comprehensive cycle will be developed and approved by spring, 2018.

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

**Standard I.C Institutional Integrity**

**Standard I.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

Evidence of Meeting the Standard:

1.The institution conducts regular review of its policies and practices to ensure their clarity, accuracy, and integrity.

The College Council regularly reviews College and District policies and practices to ensure their clarity and accuracy and identify issues that may impact students. (CC minutes)

* + 1. The institution provides current and accurate information on student achievement to the public.

MJC makes every effort to provide current and transparent information to students and the community regarding the mission, learning outcomes, programs, and student support services. Information can be accessed through the MJC Website and the College Catalogue (offered both in print and online). (link mjc.edu and <http://www.mjc.edu/instruction/catalog.php>) Information regarding student success and degree programs are shared through specific links to the Student Success Scorecard and the Associate Degree for Transfer sites at the bottom of the homepage. (link/screenshot of hyperlinks/ http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592) The Student Success Scorecard provides disaggregated student achievement data, including progress through Basic Skills rates, persistence rates, and CTE attainment, degrees, and transfer rates.

In addition to the Scorecard and ADT information, the Research and Planning Office has posted a data dashboard that offers a wealth of information about equity, retention, success, and completion by course and programs. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) Information includes trend data and can be compared to an institutional average to understand departmental/programmatic performance in the context of the entire college. Data can also be filtered to view online course achievement. The Research and Planning page also presents the institution’s Key Performance Indicators as well as the IEPI 2016-2017 Goals. (<http://www.mjc.edu/general/research/mjckpiframework2016.pdf>; <http://www.mjc.edu/general/research/iepigoalsmjc2016-17.pdf>)

* 1. Student learning outcomes are publicly posted for courses and programs.

Student learning outcomes statements are publicly posted for courses, programs, general education, and the institution on the MJC Outcomes Assessment Website. Students receive student learning outcomes statements on course syllabi and in the “class search” feature in PiratesNet when registering for classes. The College and the community it serves are able to review student learning outcomes assessment results for program, general education, and institutional learning outcomes on the MJC Outcomes Assessment Website.

4. The institution posts its accredited status on its website and all relevant documents.

MJC posts its accredited status on the Accreditation page of its website, including all relevant communications and accreditation reports. (http://www.mjc.edu/general/accreditation/index.php)

5. Information related to baccalaureate programs is clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

MJC is one of fifteen California Community Colleges that will offer a bachelor's program in the California Community College System. Beginning in fall 2017, MJC will offer a Respiratory Care Baccalaureate Degree Program to a beginning cohort of 40 students. A new cohort will begin every Fall through 2021.The Baccalaureate Degree in Respiratory Care has its own website under the Allied Health program and has an additional page where college degree programs are outlined. (<http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/index.php>) This site presents information to prospective students about program requirements, the application process, coursework, employment statistics, and costs for the program. (http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/). Contact information for both classified support, student counseling, and the program director are listed prominently. Student support services for the program are outlined as well. (need new web page here)

Analysis and Evaluation:

Modesto Junior College provides complete and accurate information to prospective and current students. In this way, at a very early stage, the institution lays the foundation for the students’ experience for the duration of their programs. Cyclical review of both the college catalogue and the website offer opportunity for the institution to keep content up to date. Periodic addenda are posted as necessary to the college website so students have the most up to date information available. The College Research and Planning Office posts readily accessible information about courses, departments, programs and services. The accessible nature of this data has positively impacted many areas and exemplifies the institution's commitment to gathering, analyzing, and sharing data with all of its stakeholders.

**Standard I.C.2**

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.*

Evidence of Meeting the Standard:

1. The institution provides a print or online catalog, which is easily accessible to all interested parties.

Modesto Junior College offers the catalogue in both print and online formats. The online catalogue is found on the MJC website just two clicks from the homepage. (<http://www.mjc.edu/instruction/catalog.php>)  The website helpfully divides the catalogue into sections that assist stakeholders with finding pertinent information. There is an annual revision process to ensure that all information in the catalogue is up to date (see appendix ???) (insert graphic from Letitia that outlines catalog review and revision process) In brief, the process is as follows:

1. Curriculum is created and modified then forwarded as proposals to the Curriculum Committee
2. Curriculum Committee reviews and approves curricular proposals
3. Curriculum Process Specialist updates curricular and general information
4. Content experts across the campus review and update general catalogue information
5. Graphic arts specialists prepares for printing
6. GE Breadth course approvals arrive from CSU and UC
7. Catalog posted to the Internet and sent to print
8. Priority registration begins
9. Printed catalogs available for purchase in the college bookstores
10. (If Needed) Catalog Addendum production /posting to internet

2. The institution has established protocols to ensure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies.

3. The catalog or class syllabus describes the instructional delivery applied in the DE/CE courses, programs and degree offerings. The catalog or syllabus describes the expected interaction between faculty and students and the accessibility of faculty and staff to students.

The institution has protocols that ensure the catalog presents accurate, current, and detailed information to the public about its programs, locations, delivery methods, and policies. This process involves all stakeholders in the campus community. Faculty are responsible for ensuring curricular is current and accurate. Classified professionals and administration review all of the process and procedural components and send updates, revisions, and edits to the office of instruction for inclusion in the new edition. (Link to Catalogue review process graphic)

Electronic addenda to the catalogue are posted as needed on the MJC website. This ensures that the latest curriculum approvals are published so students and stakeholders are aware of the latest curricular and program information. (Addenda to catalog website)

Analysis and Evaluation:

The catalog review process at MJC is well organized and thorough. Dedicated classified professionals in the Office of Instruction ensure the latest and most accurate information is available to all stakeholders. A printed catalog is available to students through the College Bookstore. Revisions or updates to the catalog are published on the website for current information.

**Standard I.C.3**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

Evidence of Meeting the Standard:

1. The institution collects assessment data on student achievement and student learning, and makes determinations regarding their meaning.

2. The institution makes its data and analysis public to internal and external stakeholders.

The institution collects assessment data on student achievement and student learning, and makes determinations regarding their meaning. The Outcomes Assessment Workgroup (OAW) was formally established through the Academic Senate, charged with promoting a culture of evidence by establishing an ongoing process of collecting, analyzing, and reporting learning outcomes throughout the College. (Minutes - Academic Senate 6/21/2012; <https://www.mjc.edu/instruction/outcomesassessment/workgroup.php>) Student achievement data is collected and published by the Institutional Research Office, both in the form of a data dashboard and in the MJC Student Success Scorecard. (IR data dashboard website; <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>) The College and the community it serves are also able to review student learning outcomes assessment results for program, general education, and institutional learning outcomes on the MJC Outcomes Assessment Website.

Student learning and student achievement data is discussed and analyzed in multiple College councils and committees, including instructional department discussions, College Council, the Program Review Workgroup, and the Student Success and Equity Committee. (minutes from departments? CC, PR Workgroup, SSEC) Faculty and councils review data from multiple years to understand trends and develop program refinements to improve learning and achievement. Humanities faculty reviewed student achievement data in some of their highest enrolled courses and determined the subject matter was not relevant to the lives of the students. They wrote and obtained a two-year grant from the National Endowment for the Humanities to study the culture of the Central Valley and develop curriculum based on local art, theater, philosophy, and history. New curricular modules were written and embedded in Humanities courses. Course completion rates increased 7.9 percentage points over the next two years: from 57.4% in fall 2014 to 65.28% in fall 2016. (<http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx>; <http://commonground.blogs.yosemite.edu/the-search-for-common-ground-culture-in-californias-central-valley/>)

The OAW serves an important function on campus. The representatives from each area and division assist in the training, organization, and reporting of assessment data at course and program level. The method by which this data is reported has evolved as the group has reviewed and refined its processes. What was once reported via Excel spreadsheet into CurricUNET, is now being accomplished through direct input through eLumen software. Faculty now have the ability to review disaggregated data, enabling deeper analysis and action. As assessment processes have strengthened, CTE and traditional assessment schedules have been aligned on a two-year cycle. (insert cycle visual, Senate and College Council minutes) This new schedule allows for two iterations of assessment and program review to better inform the five-year curriculum update. (OAW website with cycle updates NITA)

Training for the migration into eLumen began in the fall of 2015, and is ongoing. (Nita’s training emails, training videos, canvas shell) The OAW faculty coordinator facilitates the migration and completion of assessment data reporting. The processes, schedules, and evidence of discussions are all publicly posted and accessible for constituent review and use. Some important links are listed below:

* [Handbook](http://www.mjc.edu/instruction/outcomesassessment/documents/slo_manual_2013.pdf)
* [The Basics](http://www.mjc.edu/instruction/outcomesassessment/elumen_basics.pdf)
* [Five-year Schedules](http://www.mjc.edu/instruction/outcomesassessment/5yearcourselearningoutcomescloassessmentscheduledbydisc.php)
* [Workgroup](http://www.mjc.edu/instruction/outcomesassessment/workgroup.php)
* [Workgroup Discussions](http://www.mjc.edu/instruction/outcomesassessment/oawagendas_minutes.php)
* [eLumen: New database (began transition in fall 2015](http://www.mjc.edu/instruction/outcomesassessment/elumen.php))
* [Newsletter on Outcomes Assessment](http://www.mjc.edu/instruction/outcomesassessment/oaw_newsletter.php)
* [Outcomes Assessment results used to be stored in CurricUNET](http://www.curricunet.com/mjc/search/outcome/): Public can search the results and reflections of outcomes assessments by course. With the move to eLumen, aggregated results of student learning will soon be available for the community to view.

eLumen, includes a report generating and sharing function. Information can be shared between faculty members through a structure of permissions, enabling people who serve in different institutional roles to view different elements of the report. A reflection template enables faculty to store, view, and share reflections on student learning. Faculty members have the ability and the freedom to discuss their student data and student learning reflections at the course level or the departmental level or the program level. Assessment mapping has provided course level learning outcomes that roll up to institutional learning outcomes to provide a global view of student learning at the College. (Mapped assessment data)

3. The assessment results of student learning and student achievement in the baccalaureate program is used in the communication of academic quality.

Assessment results of student learning and student achievement in the baccalaureate degree will follow the same processes as those followed for AS/AA/Certificate courses. Assessments will begin with the delivery of the program in fall 2017.

Analysis and Evaluation:

MJC communicates results of success, retention, and completion through common avenues such as the Scorecard, ACCJC annual reports, and through dashboards on the MJC Research and Planning website. Information that documents career planning and corresponding wages is also available when exploring CTE programs. Learning assessment, including disaggregated data, is analyzed through assessment data and learning outcomes that are mapped from CLOs to PLOs, GELOs, and ILOs. Student achievement data is also assessed through council and committee discussion and individual review of institutional data. With the acquisition and implementation of additional analytic tools, the College is beginning to recognize the important intersection of student learning and student achievement. Future analysis will develop greater capacity to identify ways to improve both measures.

**Standard I.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard:

1. The Institution clearly describes its certificates and degrees in its catalog. Student learning outcomes are included in descriptions of courses and programs.

To clearly communicate with stakeholders, MJC describes its certificates and degrees in terms of content, course requirements, and expected learning outcomes. Course descriptions and CLOs are available in the online catalogue, print catalogue, class search on PiratesNet, and on individual course syllabi. (Catalog: course descriptions) MJC’s catalog offers information about degrees and certificates, itemizing a list of degrees and certificates offered at MJC, which refers stakeholders to the appropriate section of the catalog where a more extensive description can be found. (Catalog: degree example) MJC is in the process of posting maps through majors which guides students in selecting the sequence of courses. (example of maps?) For many degree programs, the foundation of these maps is the Associate Degree for Transfer (ADT).

2. All course syllabi include student learning outcomes.

3. The institution has processes in place to verify that all students receive a syllabus, including student learning outcomes, for each course.

In compliance with ACCJC Standards, MJC’s expectation is that course syllabi contain CLOs and are submitted each semester to the respective division office. CLOs for every course are included in the course syllabi. (syllabus example) Faculty have the ability to post their syllabi electronically on their publicly accessible faculty page. (faculty directory home page) In addition, all course sections have an automatically generated Canvas shell in which syllabi may be posted for students enrolled in a particular course. (Canvas shell) A copy of the syllabus is distributed to students on the first day of class. Courses taught online post electronic syllabi in Canvas. MJC ensures that courses are taught with CLOs in mind by adhering to the cycle of assessment posted on the OAW website. (example of syllabus on Canvas; Cycle of assessment)

4. The purpose, content, course requirements, and learning outcomes of the baccalaureate program are clearly described.

The program website for the Baccalaureate Degree in Respiratory Care contains links to schedules, courses, and program requirements. Course learning outcomes are available on CurricUNET, eLumen, and also in the class search feature on PiratesNet. (link to CurricUNET, and PiratesNet.)

Analysis and Evaluation:

The institution has established consistent processes and procedures for the collection, storing, and distribution of information regarding program certificate and degree schedules, courses, and learning outcomes. This information is readily available to stakeholders and easily accessible. The institution is establishing a pathways workgroup, according to the Educational Master Plan, and this workgroup’s task will be to promote, cultivate, and recommend the development of educational pathways at MJC. This initiative will help shape certificates and degrees in terms of courses, sequence, and learning outcomes.

**Standard I.C.5**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard:

1. The institution reviews and evaluates its policies, procedures, and publications on a regular basis.

2. The institution has clear structures and processes for conducting these review.

Institutional policies, procedures and publications are regularly reviewed to assure integrity in the representations of mission, programs, and services. The catalog is the primary source of this information, and it undergoes an annual review and update (links to annual catalog revisions). The annual catalog update and addenda offer opportunities for the most recent changes to be communicated to all stakeholders. (Catalog website) To offer holistic student support, the institution provides a list of services to assist with extracurricular needs. These services are not only reflected in brochures around campus but can also be found in the catalog and on our website. (BIT website, catalog page 76-88)

The college participates in District Council which reviews district policies and procedures according to a schedule. This monthly meeting is comprised of representatives from the Academic Senates, YFA, and management, and at this meeting, recommended changes are regularly vetted by the constituent groups. (District Council minutes) College Council also regularly reviews College and District policies and recommends revisions as necessary. (CC minutes)

Analysis and Evaluation:

Review of policies and procedures is a regular part of the College Council agenda, with the opportunity for constituent recommendation. The annual catalog review and publication of later addenda provide program staff and faculty opportunity to recommend and review changes and updates made to published information. The completion of the annual update ensures that the information included is timely and accurate so students can meet their educational goals.

**Standard I.C.6**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard:

1. The institution publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

Modesto Junior College informs students of the total cost of education in multiple ways. Information regarding the cost of tuition and fees is found on the Business Services website. (http://www.mjc.edu/studentservices/business/breakdown.php) Students seeking a 12-month (or less) certificate can find Gainful Employment data (which includes total cost of certificate) on the MJC Gainful Employment website. (need link to Gainful Employment) As students register for classes and purchase textbooks, the costs of the required texts are found on the Pirates Bookstore website by course and section number. In addition, the MJC Course Catalog outlines the costs and fees (p. 47 ff).

Analysis and Evaluation:

All required information about tuition, fees and other required expenses is available on the College website. MJC is working to improve the details offered to students. (need evidence here) Information about the total cost of enrollment for certificate programs provides a comprehensive view of program cost. By using the framework for information offered for the certificates and applying it to the degree and transfer programs, MJC will more fully inform students of the total cost of education.

**Standard I.C.7**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.*

Evidence of Meeting the Standard:

1. Governing board policies on academic freedom and responsibility have been reviewed by appropriate constituency groups with opportunity to provide feedback.

2. These policies are regularly reviewed by the governing board.

Modesto Junior College embraces the ideals of academic freedom and integrity. On June 28, 2004, the Yosemite Community College Board of Trustees adopted BP4030 which states:

Recognizing that academic freedom is essential to the pursuit of truth in a democratic society, the district adheres to the following principles:

Faculty shall be free:

1. ...to examine unpopular or controversial ideas to achieve course learning objectives, in
 discussion with students, and in academic research or publication
2. ...to recommend the selection of instructional materials.
3. ...to make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When District employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the District or its Colleges.

**References:**

Title 5, Section 51203; Accreditation Standard II.A.7 (Title 5:<https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)>)

3. Policies are published in easily accessible locations.

In addition to the Board Policy, there is an Academic Freedom statement in the course catalogue on p. 16 (reiterated on p. 356) which states:

Students have the right to listen, the right to decide, the right to choose, the right to reject and the right to express and defend individual beliefs. As members of the MJC community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

The educational purpose of the college is best served by this freedom of expression. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.

These standards within the district and college are consistent amongst courses regardless of modality. To ensure that DE/CE courses are mindful of Academic Freedom, faculty are trained in best practices and encouraged to embed a standardized “Start Here” module for online courses that teaches students about Academic Freedom and “Netiquette”. This fosters an atmosphere that promotes and sustains Academic Freedom. (DE Start Here Module)

Analysis and Evaluation:

Consistent and clear communication of policies regarding Academic Freedom promotes the atmosphere the institution values.

**Standard I.C.8**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard:

1. The institution has board approved policies on student academic honesty and student behavior, which are clearly communicated to current and future students.

2. The institution has board approved policies on the faculty’s responsibility on academic honesty and integrity.

At both the district and college level, clear policies and procedures govern honesty, responsibility and academic integrity. Not only do these policies exist for students, but also for faculty. At the district level, Board Policy 5-8051 addresses academic freedom for students and corresponds with Education Code Sections 76067, 76120. Board Policy 5500 addresses standards of student conduct on campus and in the classroom, designed to promote a healthy learning environment. (Board Policy 5-8051) Board Policy 4030 delineates the academic freedom that faculty have and separates their roles as agents of the district/college and private citizens. (Board Policy 4030) The MJC Catalog and the Campus Life Student Learning Manual also clearly delineate policy on Academic Integrity and the Student Code of Conduct. (Catalog, p. 357-358; Campus Life Student Learning Manual, p. 13-14) Both the YFA and CSEA contracts speak to professional behavior and the promotion of a civil workplace. (YFA, CSEA contracts) The YFA and CSEA contracts also explicate processes for discipline consequent to unethical behavior.

Analysis and Evaluation:

Modesto Junior College and the Yosemite Community College District have established and published clear policies and procedures that promote honesty, responsibility and academic integrity for students as well as District and College staff. These policies are reviewed periodically and are in place to promote a healthy working and learning environment.

**Standard I.C.9**

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard:

1. There is a clear expectation that faculty distinguish between personal conviction and professionally accepted views.

While recognizing and respecting the qualifications of faculty and their respective well-considered thoughts and ideas, the institution recognizes that a certain standardization is in the best interest of students. To that end, for each approved course, there is an approved Course Outline of Record that indicates the scope of material that must be covered in any given semester. (COR examples) The COR defines parameters for the course as a minimum, thus ensuring that students have similar experiences in similar courses. Another avenue by which academic integrity and quality are ensured is through the enforcement of Board Policies 4030 and 4-8067. BP 4030 outlines Academic Freedom and explains the rights and responsibilities of faculty both in and out of the classroom. (Board Policy 4030) BP 4-8067 addresses Sectarian, Partisan, or Denominational Teaching, and ensures that religions will be respected in the learning environment, explored freely as academic subjects, but will not respect one religion over another, nor will there be official promotion of one religious service over another by the district. (BP 4-8067)

Analysis and Evaluation:

Academic Freedom is a mainstay of the American Educational System, and as such is highly revered and protected. It is the privilege of faculty to guide students through exploration while presenting in detail varying viewpoints. One way that faculty and administration ensure that there is a delineation between personal conviction and professional responsibility is through the evaluation process. Part of the evaluation criteria is that the professor is on track to complete the course outline of record in the semester. (Evaluation criteria) To address that criteria, there is exploration into several facets that strongly promote an open approach to teaching, one of which is adherence to the course outline of record.

**Standard I.C.10**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard:

1. The institution clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students.

The College clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students. Unlike educational institutions that have affiliation with a particular religious or political group, Modesto Junior College is a public institution that does not promote a singular world-view. The institution and district adhere to principles of civility and tolerance, and these principles are laid out in the Student Code of Conduct found in the student handbook, college catalog, and website as well as in Board Policies (5500 - Student Code of Conduct; 3050 - Institutional Code of Ethics; 4030 - Academic Freedom; 4-8066 - Nondiscrimination in Instruction; 4-8067 - Sectarian, Partisan, or Denominational Teaching). In addition, the YFA Contract provides a professional ethics statement to guide faculty in their daily work on campus. (YFA ethics statement)

Analysis and Evaluation:

Expectations for behavior for all members of the MJC community are clearly explicated and accessible. The College promotes civility and respectful discourse from faculty, staff, and students on a variety of topics and world views. Should there be any violation of these policies, there are procedures laid out for filing a complaint or grievance in order to seek solutions to any issues.

**Standard I.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard:

MJC does not operate in any foreign locations.

Analysis and Evaluation:

**Standard I.C.12**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.*

Evidence of Meeting the Standard:

1. The institution communicates matters of educational quality and institutional effectiveness to the public. The institution ensures that communications on educational quality and institutional effectiveness are clear and accurate.

As a Community College, MJC is entirely accountable to the community it serves, the students in its service area, and all stakeholders involved in campus life. Part of this responsibility is transparency with regard to accreditation matters, and the institution complies by making public its accreditation documents. The Accreditation Council website is home to links that detail past accreditation documents, ACCJC communications, substantive change reports, annual reports, data and evidence, the 2017 accreditation process, and the College’s education master plan. (http://www.mjc.edu/general/accreditation/index.php)This publicly accessible site allows any interested party access to institutional data, information, and reporting.  In addition to this site, the institution reports data to the CCCCO for the Student Success Scorecard for basic skills, SSSP and Equity metrics, and CTE data.  From this dashboard, MJC’s information sits side-by-side with the other California Community Colleges. (http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592)

Analysis and Evaluation:

Modesto Junior College complies with all federal and state regulations with regard to transparency of information about accreditation, institutional effectiveness, and educational quality. The College strives to provide clear, accurate, and up-to-date information about the educational quality and institutional effectiveness of its programs and services.

**Standard I.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

Evidence of Meeting the Standard:

1. The institution’s communications with external agencies are clear and accurate.

2. The institution clearly communicates any changes in its accredited status to the Commission, students, and the public in a timely manner.

3. The institution complies with the USDE’s regulation on public notifications.

Several College CTE programs require external accreditation, including the Respiratory Care Associate and Baccalaureate programs, Nursing, Medical Assisting, and Fire Science. (Other externally accredited programs?) (Links to accreditors on program websites) College and program communication with external agencies are clear and accurate. Required reports are completed and submitted on time. Program outcomes are clearly documented and meet or exceed agency minimum standards. (program reports) Accreditation status is documented on program web pages (links) College accreditation status is regularly reported to external agencies. (program reports)

Analysis and Evaluation:

College programs that require external accreditation provide clear and thorough communication with agencies regarding the status of accreditation. Program personnel file timely and accurate reports and post required certification data on the Accreditation page as well as program pages of the College website (in progress) Programmatic and institutional information is shared in an accurate, consistent way with accreditors.

**Standard I.C.14**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard:

1. The institution’s policies and practices demonstrate that delivering high quality education is paramount to other objectives.

2. The institution can demonstrate that decisions regarding finance have not compromised its commitment to high educational quality.

Modesto Junior College is a publicly funded institution and is part of the California Community College system, following the guiding mission. All governing documents from the Strategic Plan and its goals, to the SSSP and Equity Plans, to the Educational Master Plan prioritize student learning and achievement above other fiscally related goals. The Resource Allocation Council’s guiding principles for allocating fiscal resources begin with student learning. Resources are allocated using criteria such as completed program reviews, completed student learning assessments, utilization of data to improve student learning, etc. all of which point to a focus on student learning and achievement.

Analysis and Evaluation:

It is clear in MJC’s mission and other governing documents that the College prioritizes high quality education. The only financial obligation the institution faces is to be solvent. This removes pressures of generating financial returns for investors, etc. MJC’s priorities are well documented in the EMP, SSSP, and Equity Plans, exemplifying that student learning is the Institution’s first priority.