

Accrediting Commission for Community and Junior
Colleges (ACCJC)

Reported Institutional Set Standards
2018 Annual Report



Modesto Junior College IEPI Goals and Institution Set Standards 2017-2018

1. Accreditation Status

Modesto Junior College is currently fully accredited by the Accrediting Commission for Community and Junior Colleges (AACJC) as part of the Western Association of Schools and Colleges (WASC). The commission is recognized as an institutional accrediting body by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. ACCJC removed a previous probation status to reaffirm Modesto Junior College's accreditation without sanctions in February 2014. MJC's next accreditation visit will occur in October 2017. Modesto Junior College's long-term goal for this indicator is **Fully Accredited – No Action (FA-N)**.

2. Fund Balance

The Yosemite Community College District Chancellor has designated a policy specifying a reserve be maintained at **10%** of the unrestricted general fund. Modesto Junior College, as part of the district, contributes to that goal as is consistent with the district's designated reserve target.

3. Audit Opinion

For this indicator, Modesto Junior College sets its short-term goal of audit opinion as **Unmodified**.

4. Institution-Set Standards

Institutional-set standards are based off internal Datatel reporting, for inclusive student number count and unduplicated award levels. These figures will vary from state reports, which have additional filter criteria and report multiple degrees / certificates separately.

- a. 66.6% Institution-set standard for successful student course completion.
- b. 1220 Institution-set standard for unduplicated student completion of degrees and certificates combined.
- c. 999 Institution-set standards for the number of unduplicated student completion of degrees, per year.
- d. 401 Institution-set standard for the number of student completion of certificates, per year.
- e. 7% Institution-set standard for the number of degree and transfer focused students who transfer each year to 4-year colleges/universities.

Methodology for Developing Institution-Set Standards:

The methodology for developing Institution-Set Standards requires analyzing the last 5 years of College data. Because the institution-Set Standards are considered a baseline, the lowest of the last 5 years of indicators are recommended to College Council as the new Institution-Set Standard each year.

College Process for Reviewing, Evaluating, and Addressing Institution-Set Standards:

The College will review and approve Institution-Set Standards. If the College does not meet the Institution-Set Standards, the College Council will appoint a taskforce in consultation with the Academic Senate to evaluate and develop plans to address any shortcomings. The taskforce will make recommendations to College Council.

a. 66.6% Institution-set standard for successful student course completion.

Term	Area	Success Rate
Fall 2013	Credit	66.83 %
Fall 2014	Credit	67.11 %
Fall 2015	Credit	66.61 %
Fall 2016	Credit	68.11 %
Fall 2017	Credit	69.32 %

Source: CCCC Datamart, 2018, http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

b. 1220 Institution-set standard for unduplicated student completion of degrees and certificates combined.

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1,220	1,313	1,450	1,544	1,521

Source: YCCD Crystal Reports, Graduation Report, 2018

c. 999 Institution-set standards for the number of unduplicated student completion of degrees, per year.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Assoc	999	1,093	1,204	1,298	1,274

Source: YCCD Crystal Reports, Graduation Report, 2018

d. 401 Institution-set standard for the number of student completion of certificates, per year.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Cert	401	369	409	382	412

Source: YCCD Crystal Reports, Graduation Report, 2018

e. 7% Institution-set standard for the number of degree and transfer focused students who transfer each year to 4-year colleges/universities.

Transfer Institution	11-12	12-13	13-14	14-15	15-16	16-17
Total CSU	743	535	817	800	862	893
Total UC	60	70	73	75	85	89
In-State Private (ISP)	176	189	146	147	149	107
Out-of-State (OOS)	286	343	358	349	320	290
TOTALS	1265	1137	1394	1371	1416	1379
HC Transfer / Degree Focus	16039	15955	16820	17367	18609	18947
Transfer Rate	8%	7%	8%	8%	8%	7%

Sources: California State University Analytic Studies <http://asd.calstate.edu/ccc/SummaryYear.asp>;
Univ. of California <http://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>;
In-State Private and Out-of-State Institutions: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

MJC Commendations and Recommendations

College Recommendations

College Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends the College ensures that its mission statement remains consistent in all of the College's working documents and publications. (I.A.1, I.A.4)

X **College Recommendation 2 (Improvement):** In order to improve effectiveness, the team recommends that the College further improve the way it reviews, analyzes, and shares its performance results related to its institution-set standards, and take appropriate measures when these standards are not met. In addition, the team recommends that the College further clarify and improve its uses of institution-set standards in college-wide and program level planning. (I.B.3)

College Recommendation 3 (Improvement): In order to improve effectiveness, the team recommends that the College completes, evaluates, and sustains its cycle of planning as specified in the QFE. (I.B.9)

College Recommendation 4 (Compliance): In order to ensure compliance with accreditation Standards, Commission Policies, and USDE Regulations regarding Distance Education and Correspondence Education, the team recommends the college review and revise its existing processes to ensure that faculty teaching online courses consistently provide regular and substantive interaction with students. (II.A.7)

College Recommendation 5 (Improvement): In order to increase effectiveness, the team recommends that the College ensures that students have access to library services and instruction at the West Campus during all hours of operation. (II.B.1)

College Commendations

College Commendation 1: The team commends the College for its practice in disaggregating data at various levels for different subpopulations and its construction of data dashboards that include disaggregated data for both achievement and learning outcomes including program (PLO), general education (GELO), and institutional (ILO) levels. (I.B)

College Commendation 2: The team commends the College for student-centered programs and practices to improve student achievement, as exemplified in the College's participation in Achieving the Dream, California Guided Pathways Project, Math Emporium, First-Time in College course, RP's Six Factors of Success framework, the CUE initiative, Math and English acceleration and many other initiatives. (II.A)

College Commendation 3: The team commends the College for its innovative Irrigation Technology and Agriculture Mechanic program for offering an Associate of Science degree and short-term training to meet changing workforce needs. (II.A)

College Commendation 4: The team commends the College for exemplary library practices and assessments which have led to the development of help videos on the Library YouTube