**Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

**A. Instructional Programs**

**1**. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution ensure that all course and program offerings align with the stated mission of the institution? | * DE modality with DE Plan * Weekend/Accelerated/Night/ Courses * Off Campus Offerings |
| How does the institution choose the fields of study in which it offers programs? What evidence is there that student progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? How does the institution evaluate student progress and outcomes? By what means are programs assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes? (Federal Regulation) | * LMI * Center of Excellence * Outcomes Stated at all Levels & Assessed according to a schedule (CurricUnet & eLumen) * Program Review captures assessment reports |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | * Working it through Governance, hopefully done Fall 2016 |
| How does the baccalaureate degree field of study align with the institutional mission? | * Ask Patrick |
| How does the student demand for the baccalaureate degree program demonstrate its correlation with the institutional mission? | * LMI for Respiratory Care * Chancellors Office BA Resp Care Application * Application Regional Program Approval |
| How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation) | * Vetted in Curriculum Committee * TMI Form * Division/Department Meeting minutes? |

**Effective Practices**

Each student is given a clear roadmap to success, a pathway that leads to further education and/or employment. Students are required to declare a major early, and the institution assists them in establishing milestones of accomplishment for each term.

**2**. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the college determine what delivery modes are appropriate for its students? | * Self-assessment located on homepage * Curriculum Committee * Waitlist analysis * DE Committee debate online vs. hybrid |
| Have faculty discussed the relationship between teaching methodologies and student performance? | * DE Committee – Slides from Mike Smedshammer from faculty retreat * Professional development training (Flerida & James) |
| Do criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? (Federal Regulation) | * Curtis Martin? * Program review template * CurricUnet process |
| What types of data are available for program review? | * Enrollment data, success retention data, pre and post survey data in program review * CurricUnet |
| How is the relevancy of a program determined? | * Curriculum Committee |
| How are results of program review used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program review? | * Resource Allocation * Curtis Martin? * Program Review Parties |
| How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale? | * Same assessment for DE/f2f * Rationale? |
| What is the role of faculty in this process? Has the institution established advisory committees with expertise in DE/CE, and if so what is their role? | * DE Committee * Sub-committee on Program Review * Course Design Rubric Sub-committee |
| What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance? | * Project based, student centered instruction * Selected by best practices iNACOL standards @One * Discussed in online training program @ MJC * Syllabus for training program |
| Are there policies that dictate satisfactory progress in DE/CE courses/programs? | * “Start here” module directions to students |
| What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review | * State DATAMART resource |
| How is the relevancy of a program offered in DE/CE mode determined? |  |
| How are results of evaluation of programs in DE/CE mode used in institutional planning? |  |

**3.** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

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| **How does MJC meet the Standard?** | **Evidence** |
| Has the institution defined and assessed learning outcomes for all courses and programs? How are assessment results for learning outcomes used in course and program review? |  |
| What role do faculty play in these decisions? |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |

4. If the institution offers pre-collegiate level1 curriculum, it distinguishes that curriculum from college level2 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

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| **How does MJC meet the Standard?** | **Evidence** |
| By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education? |  |
| What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs? |  |
| What processes are in place to align pre-collegiate level curriculum with college level curriculum, in order to ensure clear and efficient pathways for students? |  |
| By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, short term training, international student, or contract education programs in DE/CE mode? (Federal Regulation) |  |
| Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode? |  |

**Effective Practices**

Redesign developmental education fundamentally, incorporating design principles emerging from community college research and practice, including acceleration, contextualization, compression, collaborative learning, and integrated student and academic support. Appropriate to student placement, require enrollment in developmental English and math courses during the first semester.

**5.** The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard? |  |
| What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers? (Federal Regulation) |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |
| Does the baccalaureate degree meet the minimum requirements of 120 semester units or equivalent? |  |
| Are the instructional level and curriculum of the upper division courses in the baccalaureate degree comparable to those commonly accepted among like degrees in higher education? |  |
| How do the student expectations, including assignments and examinations, of the baccalaureate program upper division courses demonstrate the rigor commonly accepted among like degrees in higher education? |  |
| Are the program length and the delivery mode of instruction appropriate for the expected level of rigor in the baccalaureate program? |  |
| What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode? (Federal Regulation) |  |

**6.** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

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| **How does MJC meet the Standard?** | **Evidence** |
| How well does the institution achieve and evaluate the effectiveness of learning at each level of a course sequence or program? |  |
| Does the institution schedule classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time? (Federal Regulation) |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |

**7.** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution demonstrate it understands and is meeting the needs and learning styles of its students? |  |
| Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students? |  |
| What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? |  |
| Has the college evaluated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning? |  |
| What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed? |  |
| How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE? |  |
| Do courses in DE/CE mode include multiple ways of assessing student learning? |  |
| What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance? |  |

**8**. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution ensure the use of unbiased, valid measures of student learning? |  |

**9.** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

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| **How does MJC meet the Standard?** | **Evidence** |
| Are course-level learning outcomes the basis for awarding credit? Are credits awarded consistent with accepted norms in higher education? (Federal Regulation) |  |
| By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates? |  |
| Does the institution demonstrate it follows Federal standards for clock-tocredit-hour conversions in the award of credit? (Federal Regulation) |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |
| What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? (Federal Regulation) |  |

**10.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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| **How does MJC meet the Standard?** | **Evidence** |
| What policies does the institution have to address transfer of coursework internally and externally, and how are they communicated to students? Are these policies regularly reviewed? (Federal Regulation) |  |
| How does the institution develop, implement, and evaluate articulation agreements? (Federal Regulation) |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |
| How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist? (Federal Regulation) |  |
| What principles apply for the approval of granting of credit for prior work experience in the institution’s DE/CE programs? |  |

**11.** The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

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| **How does MJC meet the Standard?** | **Evidence** |
| What criteria does the college use to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program it offers? |  |
| How well are students achieving the intended outcomes? |  |
| What does the institution do to promote student understanding and appreciation of diverse perspectives? |  |
| What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies? |  |
| How does the institution assess the competencies in information retrieval/use that it teaches students? |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |

**12.** The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

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| **How does MJC meet the Standard?** | **Evidence** |
| What evidence is found in the catalog of a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education? |  |
| How are student learning outcomes used to analyze courses for inclusion as general education? |  |
| How is the general education philosophy reflected in the degree requirements? |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |
| Do the requirements for the baccalaureate degree include at least 36 semester units (or equivalent) of general education? |  |
| Are the general education requirements for the baccalaureate degree integrated and distributed to both lower division and upper division courses? |  |
| How are the general education requirements of the baccalaureate degree distributed across the major subject areas for general education; how does the distribution appropriately capture baccalaureate level outcomes and competencies? |  |
| Are any of the institution’s general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders? |  |
| What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor? |  |
| By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective? |  |

**13.** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |

**14.** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution verify and maintain currency of employment opportunities and other external factors? (Federal Regulation) |  |
| How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees for CTE programs? |  |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? |  |
| How does the CTE baccalaureate degree ensure students will be able to meet employment standards and licensure or certification as required in the field of study? |  |

**15.** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

**16.** The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the college evaluate the effectiveness of its courses and programs? |  |
| Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? |  |
| What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role in the overall college curriculum? |  |
| How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations? |  |
| How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale? |  |
| What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review? |  |
| How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations? |  |