**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: Unmodified – will be revised with the perspective of all of Standard I.

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

**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/)>
* 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)>
* 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: (Unmodified – will be revised with the perspective of all of Standard I.)

Continuous quality improvement requires regular assessment and ongoing conversation about assessment results. With the implementation of eLumen and also local sources of data (e.g. the institutional data dashboard), MJC is making strides toward being a data-driven, process-oriented institution. eLumen tracks assessment data at the course, program, 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 change at a macro-level (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 in the program. (Curriculum Committee minutes; link different CLOs)

The Annual Reports submitted to ACCJC, the Resource Allocation Process, Faculty Hiring Prioritization, Scorecard presentations and other sources (see list in chart) are indicators that our practices align with our mission. (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: (Unmodified – will be revised with the comprehensive perspective of all of Standard I.)

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

**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: (Unmodified – will be revised with the comprehensive perspective of all of Standard I.)

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