PART I      DECISION-MAKING GUIDING PRINCIPLES AT MJC

Decision-Making Guiding Principles at Modesto Junior College

1. Utilize a consistent approach to data analysis
2. Access the most reliable information available
3. Produce a visual model of the process
4. Articulate clearly what the recommendation is and to whom it is being communicated
5. Provide an opportunity for all individual stakeholders to participate
6. Decide based on good of the institution and student success

The types of resources used will vary on the scope and charge of the group and what kinds of decisions are being made.

Decision making resources at Modesto Junior College

Master Plans at MJC
Decisions must align with the MJC’s master plans, of which there are several.

1. Educational Master Plan
2. Strategic Plan
3. Facilities Master Plan
4. College Technology Plan
5. Distance Education Plan
6. Yosemite Community College District Strategic Plan

Student Learning Outcomes
Each college governance council is responsible for supporting student learning outcomes and assessment as part of the ongoing, systematic process of continuous quality improvement. The councils will serve as a forum for evaluation of student learning outcomes processes to ensure that fine-tuning of organizational structures to support student learning is ongoing.

Data and Reports

Decisions must consistently utilize appropriate data to inform and clarify decisions, and all stakeholders shall have access to the most reliable and applicable data and reports to best guide recommendations. Below are examples of additional resources that add understanding and direction to MJC’s decision-making processes. Note that some data are college-level, some regional, and some state-level.

1. Program data: Success and retention rates (traditional and distance education); awards and completion rates; enrollments rates (basic skills, career technical education (CTE), transfer);
2. Population/demographic data: Ethnicity, age, gender, enrollment status, unit load, assessment placement, financial aid status, economic profiles and indicators (county employment rates, market demands, poverty rates)
3. Institutional data: Transfer rates, licensure exam pass rates, CTE employment rates, matriculation details, basic skills report, ARCC report