**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:

Modesto Junior College makes every effort to be current and transparent with information students need regarding the mission, learning outcomes, programs, and student support services. Two main points of information are the MJC Website and the College Catalogue (offered both in print and online). (link mjc.edu and <http://www.mjc.edu/instruction/catalog.php>) To convey information regarding student success and degree programs, there are links at the bottom of the homepage to the Student Success Scorecard as well as the Associate Degree for Transfer site. (link/screenshot of hyperlinks/toggles can be inserted) The Student Success Scorecard, housed at the CCCCO, offers student information broken down by demographic, it offers success and completion rates in the Basic Skills Courses, offers momentum points, offers information about transfer outcomes, and a variety of CTE metrics. (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>) This information is informative and helpful as the institution strives to make data and information more accessible to all interested parties.

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 retention, success, and completion by course and programs. (<http://www.mjc.edu/general/research/>; <http://www.mjc.edu/general/research/dashboards/index.php>) This data is presented as trend data and can be compared to an institutional average so that those viewing the data understand departmental/pro2grammatic performance in the context of the entire institution. 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>)

Modesto Junior College (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 web page 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 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/>). Contact information for both classified support, student counseling, and the program director are listed prominently so that questions may be addressed in a timely manner.

The institution uses similar methods to market itself with regard to DE/CE courses. Community Education has its own page and paper catalogue that is available to the community to meet the lifelong learning component of the MJC Mission. Distance Education courses that are part of the regular instruction are not publicized differently than traditional face-to-face courses, for as a whole MJC treats these modalities the same. There is a helpful presentation of retention and success available on the Research and Planning site where online courses and face to face courses are presented as a comparative trend analysis (5-year, Fall 2011 to Fall 2016). (<http://www.mjc.edu/general/research/mjcsuccesstrendsonline2011-2016fall.pdf>)

Analysis and Evaluation:

Modesto Junior College attempts to give 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. Even when the catalogue has gone to print, periodic addenda are posted as necessary to the college website so students have the most up to date information available. Recent addition of two researchers to the college Research and Planning Office has allowed for the presentation of readily accessible information about courses, departments, programs and services. The accessible nature of this data has positively impacted many areas.

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution conduct regular review of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed? | Annual update of Catalogue and Addenda as required, posted on mjc.edu  Board Policy and Procedures reviewed on regular cycle, see YCCD website.  What is our policy re: web evaluation?  Work on continuity across department representations  We have information boxes on website |
| Does the institution provide information on student achievement to the public? Is that information accurate and current?  Are we proactively posting this information or do people have to hunt for it? | Scorecard  Success and Retention  Gainful Employment  Transfer  Certificate  Datamart  Research and Planning site |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | See Sub Change Feb 2017 |
| Through what means does the institution represent itself about its DE/CE programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective? | Distance Ed Committee  Distance Ed Plan  BSI Coordinator and Basic Skills Plan  Community Ed catalog that’s mailed out  Do we market ourselves? How? |
| Does the institution provide information to the public on student achievement in DE/CE programs?  Area for Improvement? | Do we have plans to disaggregate this? Is it in the most recent Distance Ed Plan |

**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:

Modesto Junior College offers the catalogue in both print and online formats. The online catalogue is found on the MJC webpage just 2 clicks from the homepage. <http://www.mjc.edu/instruction/catalog.php> The webpage helpfully breaks the catalogue out 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

This process involves all stakeholders in the campus community. Faculty are responsible for the curricular piece, and classified staff 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.

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| Is the catalog provided in both printed and electronic format? | Yes. Offer up the examples. |
| How does the institution assure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies? (Federal Regulation) | Instruction Office responsible for annual updates (e.g. Curriculum, Divisions, Departments)  Area for improvement – Who updates policies and ensures that they get into the catalogue (cross-check with BP & P) |
| How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale? | Policy is the same regardless of modality  Embedded tutors/librarians in OL courses  Online Readiness Certificate  DE Sub change reports and DE Plan need to be consulted  Noodletools?  Turnitin?  Start Here Module  Are counseling and financial aid available in the online format? |
| How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?  Area for improvement? | Consult the Catalog – The catalogue doesn’t speak to DE/CE individually. What do we want to include in the next iteration of the catalogue, if anything? |

**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:

MJC has worked on Student Learning Outcomes for many years. The Outcomes-Assessment [web site](http://www.mjc.edu/instruction/outcomesassessment/) has information going back to 2012:

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. We’ve now moved to eLumen, and though currently, only employees have access to eLumen, we’re trying to use the report-generating system within the database to inform our community of the aggregated results.

Publicizing Outcomes-Assessment Data & Analyses internally and externally:

**Internally**:

· Within eLumen, we have the report generating and sharing function.

o Information can be shared between faculty members by playing a variety of roles such as course coordinator (oversees a set of courses such as all sections of ENGL 101), department coordinator (oversees all courses within the department), division coordinator (oversees the whole division—this is usually a faculty rep and the dean), and the SLO coordinator (known as Data Steward) who oversees the entire school—curricular and co-curricular services).

· We have the reflection template to store, view, and share our 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. This is sometimes achieved in department meetings

**Externally**:

· College plans to have assessment mapping days or assessment discussion days, where faculty can come together and discuss their findings about student learning.

· The analyses and discoveries will be documented and publicized on the Assessment site in the form of videos and documents.

With regard to the baccalaureate degree, the same processes are followed as for the AS/AA/Certificate courses, and once the program begins delivery of coursework, then assessment will begin.  
  
Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| What assessment data does the college collect? | **Demographic data re: basic skills testing, success, and retention (Scorecard), PLOs, CLOs, GELOs, ILOs, Initial Assessments (Basic Skills), Grades, Placement data, Transfer data, Metrics from SSSP and Equity Plans, Syllabi** |
| By what means does the college make public its data and analyses internally and externally? | **MJC Website, CCCCO Datamart, Scorecard, Communications with Instruction Office, Program Review, Minutes of Council, Departmental and Division Discussions re: data and outcomes (when available).**  **Internally, eLumen facilitates sharing of course and program data (faculty, administration, assessment coordinator has access…who else?).** |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | **Data collected for the baccalaureate degree is preliminary and is found in both the proposal and substantive change reports.** |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs? | Curriculum Committee reviews courses and ensures that information is up to date in datatel and curricunet.  The course catalog describes degrees and certificates, division websites (this is an opportunity for improvement in conveying information re: degrees and certificates. Possibly creating a template for divisions to use…), MJC webpage, Publications from Student Services and through divisions also describe certificates, programs and degrees.  SLOs are embedded in PiratesNet course description, can be found on CurricuNet, and also are located in Course Syllabi. |
| How does the institution verify that students receive a course syllabus that includes student learning outcomes?  Does anyone actually “verify” that students are receiving syllabi? We collect current syllabi in Division Offices; however, we don’t circle around to students to verify.  In Faculty Handbook, when it gets updated, this subcommittee recommends that the section on the Syllabus include a directive to ensure that students receive a current syllabus in a timely manner. | Division offices collect syllabi at the beginning of each semester and verify that SLOs are current and present in the document.  Some divisions require that syllabi be posted on the MJC faculty page (and so available at all times).  Some faculty request Blackboard/Canvas shells, and they post all ancillary documents there for student access.  Faculty traditionally hand out a hard copy of the syllabus (in face-to-face classes) at the beginning of the semester. |
| How does the college verify that individual sections of courses adhere to the course learning outcomes?  The term “verify” is a sticking point. We have many processes; however, verification isn’t really a part of what we do. | The only time when individual faculty can be assessed with regard to this is during the cycle of evaluation.  Checking Syllabi for coherence between CLOs and Course Schedule (Scope and Sequence…if included…but this isn’t required and not all faculty include the Semester Calendar.). |
| How does the institution meet the standard as to the baccalaureate degree, and how is this demonstrated in evidence? | TBD…Student cohorts have not begun. |
| How do students enrolled in DE/CE programs receive information about the institution’s degrees and certificates and in what format is the information available for reference? How does the institution verify that DE/CE students receive a course syllabus that includes student learning outcomes, and that individual sections of courses adhere to the CLOs?  We are having the same issue here as before. We aren’t sure that we “verify” anything.  We note that DE/CE is separated out in these Accreditation questions, but MJC seems to keep traditional programs/DE/CE together. Might we benefit from separating out these programs more officially, so that the institution could assess outcomes, success, and retention rates? | Distance Ed Committee – See the DE Plan…The institution might want to address where DE Committee sits in Engaging All Voices, for it is a bit disconnected from the rest of the council structure.  Curriculum Committee reviews courses and ensures that information is up to date in datatel and curricunet.  The course catalog describes degrees and certificates, division websites (this is an opportunity for improvement in conveying information re: degrees and certificates. Possibly creating a template for divisions to use…), MJC webpage, Publications from Student Services and through divisions also describe certificates, programs and degrees.  SLOs are embedded in PiratesNet course description, can be found on CurricuNet, and also are located in Course Syllabi.  Division offices collect syllabi at the beginning of each semester and verify that SLOs are current and present in the document.  Some divisions require that syllabi be posted on the MJC faculty page (and so available at all times).  Some faculty request Blackboard/Canvas shells, and they post all ancillary documents there for student access.  Faculty traditionally hand out a hard copy of the syllabus (in face-to-face classes) at the beginning of the semester. |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| What process does the institution use to evaluate its policies, procedures, and publications to ensure their integrity? Are the results communicated within the campus community? (Federal Regulation)  Might communication be an area for improvement? Email isn’t the most effective means of communication, and our council report outs could be more effective. | District Policy and Procedures Committee (See website and Sharepoint for schedule of review).  MJC – Engaging All Voices is under review/revision. All Councils within the governance structure participated in an assessment survey of their council. This information is being used as EAV is updated. EAV indicates in the document that every spring assessment surveys will be administered and the document reviewed.  Communication – Largely occurs through emails, council conversation/representation, and surveys, Institute Day, Breakouts |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the institution publish information on the total cost of education? (Federal Regulation) | Website, Financial Aid, Counselors, Catalog, SSSP and Equity Plans,  This page <http://www.mjc.edu/studentservices/finaid/costofattendance.php> is buried in the website. A prospective student would have a difficult time accessing this information. There is a FAQ that gives general information; however, it doesn’t have numbers. If this is a federal regulation, then we may not be informing students effectively.  If one searches “cost” then the above link is first on the list; however, if one searches “fees” it offers the cost/credit (takes to “tuition and fees” and gives per unit fee). |

**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:

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 tot he pursuit of truth in a democratic society, the disctirct 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)>)

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.

Analysis and Evaluation:

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

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| **How does MJC meet the Standard?** | **Evidence** |
| How is the policy on academic freedom implemented and monitored in DE/CE courses and programs? | “Start Here” module for online courses is recommended to ensure best practices.  Board Policy 4030 re: Academic Freedom  Best Practice re: “Netiquette” in online courses to foster an atmosphere that promotes academic freedom.  DE Plan?  Faculty Handbook has a section on Academic Freedom. |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty? | Students:  -Library Website  -Student Policies found in Student Handbook  -Student Conduct Reports  -TurnItIn.com  Faculty:  -Professional Code of Ethics found both in YFA Contract and Faculty Handbook  -Evaluation  -Academic Senate Resolution? <http://www.mjc.edu/governance/academicsenate/documents.php> |
| Do board-approved policies on student academic honesty exist and are they made public? | Board Policy 5-8051 Academic Freedom for Students  BP5500 Student Conduct  Found on District ebsite, MJC website, student handbook (Academic Standards, Code of Conduct) |
| Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development? (For practices on student verification refer to WICHE Cooperative for Educational Technologies at:http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf | AREA OF OPPORTUNITY  We do not have an institutional practice of verifying ID in face-to-face classes, and in DE, faculty are encouraged to utilize best practices with regard to posts that introduce students, using skype or BB Collaborate or Google Hangouts to increase familiarity with students.  DE Plan might have more detail with regard to verification. |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? What mechanisms does the college have for determining how effectively it is meeting this expectation? | COR dictates scope of the course.  Professional Ethics statement for Faculty  Board Policy 4030  Faculty Handbook  Orientation – Area of opportunity  Professional Development Opportunities  Mechanism for determining – Evaluations, Student Concerns and Complaints, Peer Observations |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| How are requirements of conformity to codes of conduct communicated? | Student Code of Conduct (Student Handbook, Orientation, Website)  Faculty and Staff – YFA, CSEA contracts, EAV  Faculty – Syllabi, Faculty Handbook  Administration – LTAC Handbook, EAV  Board Policy that governs all of the populations above. |
| If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies and carried out? | N/A |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission’s “Policy on Principles of Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 21 Good Practice in Overseas International Education Programs for Non-U.S. Nationals?” | N/A |
| Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution’s mission and the objectives for its DE? | MJC does not actively recruit outside its service area. |
| Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students? | International Students work with the Center for International and Undocumented Students: <http://www.mjc.edu/studentservices/counseling/international/>  Barbara St. Urbain will know more… |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| Does the institution communicate matters of educational quality and institutional effectiveness to the public? Is the communication accurate? (Federal Regulation) | Accreditation Website houses all report: Annual reports, Substantive Change Reports, Midterm Reports and Accreditation Reports.  CCCCO houses the scorecard for basic skills, and there are metrics reported for SSSP and Equity.  Reported data is gathered by the institutional researcher and vetted through constituent groups as part of the participatory governance structure ensuring accuracy. |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| What does documentation of the institution's past history with external agencies demonstrate about integrity in its relationship with those agencies? Has it responded expeditiously and honestly to recommendations or cited issues, are there citations indicating difficulty, etc.? (Federal Regulation) | ACCJC Accreditation information is posted on the accreditation site: <http://www.mjc.edu/general/accreditation/accreditationreports.php>  This site has documents posted from 2008 on, including correspondence and reports re: previous sanctions.  Other external agencies: Nursing Program? CTE Programs? What reports exist as evidence of our “relationship with those agencies”? |
| What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations? (Federal Regulation) | Financial Aid Records  ACCJC Reports  Compliance Data  Admissions and Records Data  DSPS  FERPA records  Veterans Data  (Student Services will have data on many programs) |

**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:

Analysis and Evaluation:

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| **How does MJC meet the Standard?** | **Evidence** |
| Do the institution’s policies and practices demonstrate that delivering high quality education is paramount to other objectives? | Mission, Vision, EMP, EAV, YCCD Master Plan, Budget (it’s clear we aren’t a “for-profit”)  Budget allocation model, RAC (refer to that standard) |
| How are the institution’s priorities documented? | Mission, Vision, EAV and councils, Institute Day Statements, SSSP and Equity Plans, Minutes from Council and committee meetings, Division and Departmental meetings, Professional Development, Hiring Prioritization Document, Program Review and IELM/RAC allocation processes. Refer to standard 3 |