

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.

Standard II.A Instructional Programs

Standard II.A.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.

Evidence of Meeting the Standard:

The mission of Modesto Junior College is to:

Transform lives through programs and services informed by the latest scholarship of teaching and learning. We provide dynamic, innovative, undergraduate and educational environment for the ever changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape student into thoughtful, culturally aware, engaged citizens. (IIA1-1[BT1])

All instructional programs offered at MJC support the College mission of providing “a dynamic, innovative undergraduate educational environment”. The foundational basis for the bachelor of arts degree program, associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction derive from this mission. **The mission of the College aligns with the California Education Code on California Community College Mission (II A1-2[BT2]).** Furthermore, in accordance with the guidelines outlined in the California Code of Regulations Title 5 as well as the California Community College Chancellor's Office Program and Course Approval Handbook (PCAH) all instructional programs at the college are defined by the goals of higher education and culminate in student attainment of identified student learning outcomes and the achievement of degrees, certificates, employment or transfer to other higher education programs [BT3] (IIA1-3).

The College maintains comprehensive course and program development, review, and approval processes to ensure alignment with these practices and the appropriateness of content. Discipline faculty define and develop the curriculum for courses, degrees and certificates in accordance with the standards outlined in the Curriculum Manual. The college has established processes for the review and approval of proposed courses, degrees and certificates which includes the participation of discipline faculty, academic deans, administrators and the Curriculum Committee (IIA1-4[BT4]). All programs are reviewed and evaluated for mission alignment, student need and demand,

transferability and articulation, needs of business and industry, and collegiate level academic rigor. Furthermore, in accordance with the mission of the college, noncredit, lifelong learning, contract education, and community education courses are also offered to meet the “workforce needs of our regional community” and “facilitate lifelong learning”(IIA1-5[BT5]).

The college has developed clear educational pathways for students with the creation of 24 AA-T and AS-T degree patterns, 15 Associate of Arts degrees, 46 Associate of Science degrees, 58 Certificates[BT6] of Achievement, California State University General Education, and Intersegmental General Education Transfer Curriculum (IIA1-6[BT7]). All degree programs are of sufficient content and length and are conducted at the level of rigor and quality appropriate to higher education [BT8] (IIA1-7). All programs have identified program learning outcomes that are published in the college catalog [BT9] (IIA1-8). All programs undergo regular assessment to demonstrate that outcomes are being met [BT10] (IIA1-9[BT11]). The College has established a comprehensive Program Review processes that is **conducted and completed on a five year cycle** (IIA1-10[BT12]).

The college has established processes for defining standards for student achievement and assessing performance against those standards. The college has established Institution Set Standards for student achievement and goals that benchmark institutional effectiveness. (IIA1-11[BT13]) All courses, regardless of delivery modality, have identified student learning outcomes that are developed and regularly assessed by discipline faculty through a comprehensive outcomes assessment process coordinated by the Outcomes Assessment Workgroup (OAW). (IIA1-12[BT14]) The OAW is led by a faculty chair who also serves as the Assessment Coordinator for the college. Assessment results and improvement plans are documented and reported **on the OAW webpage** (IIA1-13). The development and assessment of outcomes is systematically completed every two years and is embedded within a five year cycle which encompasses outcomes assessment, program review and curriculum review.

As the result of institutional evaluation of the college’s assessment and program review processes the college is in the process of transitioning to an electronic system for outcomes assessment and program review. The new system streamlines the submission, review and tracking processes and facilitates improved access to assessment results for planning and decision-making at all levels of the institution. (IIA1-1[BT15] 4) Specific data regarding recorded SLOs, means of assessment, and use of results for course level Student Learning Outcomes (SLOs) is accessible through the eLumen database. (IIA1-1[BT16] 5) This transition includes the implementation of a two-year course assessment cycle that includes the completion of a comprehensive program review at the end of each two year cycle. (IIA1-1[BT17] 6) All programs are required to develop and assess program level outcomes (PLOs). Course level SLOs are mapped to PLOs. Data from course level SLOs is compiled and utilized to **assess PLOs on an X year cycle. (IIA1-1[BT18] 7)**

In addition to these comprehensive curriculum and outcomes assessment processes the development and review of CTE programs also includes the examination of labor market data and advisory committee recommendations. (IIA1-1[BT19] 8) The College also utilizes other benchmarks and measures of student achievement that are tracked through the Program Review process and by the Office of Institutional Research. **(Sample CTE PR with additional sections highlighted)** This data is evaluated at the discipline, program and institutional levels. (IIA1-19[BT20])

In Fall 2017 MJC will begin offering a baccalaureate program in respiratory care. (RCBS **website**) The Respiratory Care Baccalaureate Degree Program aligns with the mission of the college to provide “a dynamic, innovative undergraduate educational environment” and “meet the workforce needs of our regional community” “through a bachelor of arts degree program, associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction”. This program will

prepare students to meet the respiratory health care needs of our regional community through the development of the intellect, creativity, character, and abilities of the students enrolled in the program. The Respiratory Care Baccalaureate Degree Program will shape students into thoughtful, culturally aware, and engaged citizens and professionals in the field of respiratory care (IIA1-20[BT21]).

The Respiratory Care Baccalaureate Degree Program at MJC is built upon a well-established and respected associate of science respiratory care program. (letter of CoARC accreditation) Students will complete Committee on Accreditation for Respiratory Care (CoARC) requirements for the associate degree as well as complete required lower division general education courses. (IIA1-21[BT22])

Following a 2+2 model, the CoARC accredited Respiratory Care Baccalaureate Degree Program will accept applications from licensed respiratory care practitioners who hold an associate’s degree in respiratory care. (website, application link) The major curriculum builds upon the associate level coursework at an advanced level. (Sub change proposal) In 2014, California employed 15,060 practitioners with the majority holding an associate degree. These practitioners will potentially seek a baccalaureate degree. The program courses will be offered within the classroom on the MJC campus and as online and hybrid modalities to allow greater access. (IIA1-22[BT23])

The Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program was reviewed and approved by the Committee on Substantive Change of the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges. (letter from ACCJC) A Follow-up Report was required and the Committee acted to require a visit to take place within six months of the start of upper division classes. The approval of the Substantive Change Proposal for the Respiratory Care Baccalaureate Degree Program substantiates that the Respiratory Care Baccalaureate Degree Program meets all accreditation standards and policies of the Accrediting Commission for Community and Junior College (ACCJC) (IIA1-23[BT24]).

Analysis and Evaluation:

As evidenced through the College’s Strategic Plan and Educational Master Plan all instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution’s mission (IIA1-24[BT1]). All instructional programs, 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.

Academic Year	2011/12	2012/13	2013/14	2014/15
Transfer				
AA				
AS				
Certificate				

(Table for Licensure Exam Pass Rates) 1.5.17 Sent to James P

As a comprehensive community college, in alignment with the college mission, MJC also offers non-credit, lifelong learning, contract education, and community education courses to meet the “workforce needs of our regional community” and “facilitate lifelong learning”. (IIA1-25[BT2])

MJC has established processes for the development, review and assessment of the curriculum for courses and programs. (evidence of established process, handbook, website, schedule) All courses and programs have identified learning outcomes. (OAW website, sample CLOS, PLOS) Course outcomes assessment processes are coordinated by the Outcomes Assessment Workgroup. (website) Program assessment is conducted through the cyclical Program Review process. (website, schedule) The college defines standards for student achievement and assesses performance through the review and analysis of outcomes assessment, program review and student achievement data. (Institution set standards, IEPI goals, College Council minutes/agendas where set, link to research website) Student outcomes are published and assessment results are integrated into program review and planning processes. These linked processes ensure that there is continuous evaluation and improvement of courses and programs.

The College has established Institution Set Standards and the College Council recognizes that the College would benefit from a more holistic, integrated process whereby Institutional Set Standards are regularly reviewed, analyzed, and evaluated as part of planning processes. Furthermore, increased access to data relevant to the Institution Set Standards is being made available through the College Research Office. (website) Institutional Set Standards will also become an embedded element of the Program Review processes to enable programs to benchmark their performance against College goals and overall performance. Identified gaps in the institutionalized establishment, review, analysis and utilization of Institution Set Standards and other Key Performance Indicators are addressed in the Quality Focus Essay.

Evidence Index

- II.A.1-1 College Catalog
College website
- II.A.1-2 California Education Code 66010.4.
- II.A.1-3
- II.A.1-4

Standard II.A.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.

Evidence of Meeting the Standard:

Faculty at Modesto Junior College, including full time and adjunct faculty, retain responsibility for ensuring that the content and methods of instruction meet accepted academic and professional standards and expectations including but not limited to compliance with California Code of

Regulations Title 5 (55002, YFA Contract Appendix C-1 [p.102-105]) The Course Outlines of Record (CORs) and the curriculum for all courses and programs are developed and reviewed by faculty. In accordance with California Code of Regulations, Title 5, the curriculum review process ensures that all CORs reflect appropriate unit values, contact hours, prerequisites, catalog descriptions, objectives, and content. (sample COR) CORs contain the minimum standards for content and methods of instruction. CORs serve as a guide and resource for developing syllabi and course materials. (faculty handbook p.36) This guidance is especially useful for part time faculty. (evidence? Or strike)

The college maintains a rigorous curriculum approval and review process. (curriculum website, handbook) The Curriculum Committee has established cyclical review processes that ensure the accuracy and currency of all curriculum and CORs. (Curriculum review schedule) During the review process CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of prerequisites, rigor, and assessment of learning outcomes, and alignment with transfer requirements including but not limited to the Transfer Model Curriculum. (Curriculum minutes sample with discussion of course content, etc.) Regardless of mode of delivery all sections of a course adhere to the same COR and student learning outcomes. (Sample COR of course offered in multiple modalities) Distance Education courses undergo additional scrutiny to ensure that regular and effective contact will take place between the instructor and student as well as compliance with ADA guidelines (online rubric) The curriculum review process includes provisions for Career and Technical Education curriculum to be reviewed every two years and include input from program advisory committees as well as labor market data documenting workforce needs. (Sample COR and schedule) The Curriculum Committee is a sub-committee of the Academic Senate and is chaired by the faculty Curriculum Chair. (Academic Senate website) Administrative and classified staff are also voting members of the Curriculum Committee. (Curriculum handbook)

The continual improvement of instructional courses, programs, and directly related services is achieved through the systematic assessment of Student Learning Outcomes and cyclical Program Review processes. Outcomes are regularly assessed on a two year cycle (Assessment website, schedule of assessment). The results and improvements made are documented in narrative reports found in Program Reviews and on the xxx web page. The assessment of outcomes has been embedded within a five year cycle which encompassed outcomes assessment, program review and curriculum review. In addition to assessment data pertaining to student learning outcomes Program Review provides in-depth examination and analysis of program relevance, currency curriculum, enrollment trends, productivity, staffing, student achievement, and equity in student outcomes. (Sample program reviews) Program Review is a robust process driven by data and intended to foster dialogue. Program Review data and outcomes have been utilized in key college planning activities such as the Faculty Hiring Prioritization process, the development of the local plan for the Strong Workforce Program[BT1], and allocation of resources (Faculty hiring prioritization process (can link to College Council document), resource allocation process graphic, SWP proposal form).

As the result of institutional evaluation of the college's assessment and program review processes the college is in the process of transitioning to an electronic system for outcomes assessment and program review. The new system streamlines the submission, review and tracking processes and facilitates improved access to assessment results for planning and decision-making at all levels of the institution. [eLumen implementation plan/docs] Specific data regarding recorded CLOs, means of assessment, and use of results for course level student learning outcomes is accessible through the eLumen database. (link to eLumen) This includes increased access to disaggregated data to support institutional efforts to decrease student achievement gaps identified in the Student Equity Plan (SEP plan, ATD Plan). This transition includes the implementation of a two-year course assessment cycle

that includes the completion of a comprehensive program review at the end of each two year cycle (**doc of new cycle**). These technologically enhanced processes will facilitate pedagogical, curricular, and program improvement and increased effectiveness in resource allocation to meet identified needs and improve student success.

The faculty evaluation process is a foundational element in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. (**Faculty contract p. 14, Article 6.2 purposes of evaluation**) The evaluation process promotes dialogue about improvement in teaching and learning strategies. Faculty are evaluated through a cyclical peer evaluation process (**Faculty Contract p. 16 article 6.7 frequency of evaluation**). The evaluation process ensures continuous improvement in teaching and learning processes through the inclusion of classroom observations by both faculty peers and administration (**YFA Contract p. 14-15 Article 6.3 Sources of evaluation**). The evaluation process also includes evaluative criteria such as:

- Currency and depth of knowledge
- Use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with departmental practices

(**YFA Contract p 15-16, 6.4 Criteria for Evaluation**) The faculty evaluation process promotes the improvement of instruction through the inclusion of a self-evaluation written by the faculty member being evaluated. The self-evaluation is required for full-time faculty and an encouraged option for part time faculty. The self-evaluation should include:

“goals and objectives; analysis of previous objectives met or unmet; professional development activities, new curriculum created, especially in distance education; and could also include items such as scholarly publications or presentations; college and community participation. Faculty may include results of Student Learning Objectives measured in their courses if they so choose.” (**YFA Contract p. 15, Article 6.3.4.3**)

***Please note, YFA and YCCD are negotiating Article 6 Evaluation. This section will be updated to reflect any contract changes ratified prior to submission of the report.**

The improvement of instructional courses, programs, directly related services, as well as teaching and learning strategies, is supported by an array of professional development activities (**Institute Day schedules, CUE events, FLEX options, MJC Foundation travel samples, Great Teachers' Retreat**). These professional development activities further facilitate the development of pedagogical skills, enhancement of academic standards, foster program improvement and promote student success (**Samples of agendas, programs, etc.**)

The College has a Distance Education Plan that outlines goals and support for online instruction (**DE Strategic Plan**). Faculty have been receiving comprehensive online instruction training since summer 2012. The online teaching preparation program includes three courses: pedagogy, learning management system (LMS) training, and advanced LMS, the first two of which are required of new online instructors (**Link to DE website**). The program operates on a cohort model and is offered each semester and once in the summer (**announcement emails**). The program has certified 157 online instructors between Summer 2012 through Summer 2015[BT2]. The College maintains an updated list of all faculty who teach online and the training they have received [BT3].

A majority of course offerings at MJC are enhanced with technology. During the 2016/17 academic year the college transitioned to the Canvas course management system ([Canvas transition emails](#)). Under the new system all courses are provided a Canvas shell. The college has a faculty position assigned to serve as the Instructional Design Coordinator ([job description](#)). The Instructional Design Coordinator chairs the Distance Education Committee and provides resources and training to assist faculty with pedagogical best practices to improve student success and retention in traditional, online, and hybrid courses ([DE committee website, EAV DE committee page](#)). In conjunction and collaboration with the Curriculum Committee and curriculum review processes, the Instructional Design Coordinator and DE Committee also play an instrumental role in ensuring that distance education faculty initiate and maintain “regular, systematic, and substantive student contact” ([online course rubric, email from Mike?](#)).

MJC ensures that academic deans are knowledgeable and current in distance learning through the hiring process and through ongoing professional development ([Sample interview questions](#)). The college commitment to excellence in distance education is further supported through staff development and training to expand understanding of the challenges faced by online learners, best practices in online support service delivery, and new technology ([Sample agendas and conference on online ed](#)).

Analysis and Evaluation:

Faculty at MJC exercise primary purview over the development, review, and improvement of CORs as well as course and program curricula ([curriculum handbook, website](#)). CORs along with course and program curricula are regularly and systematically reviewed to ensure academic rigor and alignment with current standards of generally accepted academic and professional standards and expectations ([Sample CORs, schedule of review](#)). The Curriculum Committee leads and directs a cyclical curriculum approval and review process that facilitates the effective evaluation of the currency and quality of all course, degree, and certificate curricula.

All faculty teaching distance courses are trained and certified in approved online pedagogy through processes outlined by the DE Committee ([trained faculty list](#)). The DE Committee also develops practices and protocols to ensure the quality and effectiveness of distance education teaching and learning strategies ([Rubric](#)). This includes training and coaching on best practices to initiate and maintain “regular, systematic and substantive student contact” ([related module sample from Mike’s online training course](#)).

The faculty evaluation process facilitates the continual, professional growth and development which supports improvement in teaching and learning strategies as well as promotes student success ([Contract Article 6](#)). Through these processes the College conducts systematic evaluation to ensure

the currency and academic quality of courses, programs and directly related services ([evaluation schedule](#), [evaluation form samples blank](#)).

Faculty regularly participate in the systematic evaluation of courses and programs through the assessment of learning outcomes and document plans for improvement in teaching and learning strategies ([OAW website](#), [assessment handbook](#), [emails from Nita](#)). Each academic program participates in a cyclical Program Review process which focuses on the review and assessment of program relevance, effectiveness, needs, planning agendas, and the analysis of course and program learning outcomes ([Sample PR](#), [schedule](#), [website](#)). The results of Program Review are utilized in institutional planning. The College has reviewed and evaluated processes and practices related to Program Review and instituted changes to improve effectiveness of the review process ([Updated cycle](#)). The College recognized the need revise and improve Program Review and the integration of information obtained through the process into the planning processes of the college. The Program Review process has been revised and is now implemented through the eLumen software platform. This includes templates for area/unit reviews in Instruction, Student Services, and Administrative Services. All programs/areas are required to demonstrate alignment with the mission of the college, Strategic Directions outlined in the Strategic Plan, and the institutional goals outlined in the Educational Master Plan. The revised process increases the involvement of classified staff in institutional planning as well as facilitating an increasingly integrated approach to planning and resource allocation.

To further foster and promote continuous quality improvement in instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success the College has identified Key Performance Indicators (KPIs) which include but are not limited to Institutional Set Standards, Institutional Effectiveness Goals, Strategic Plan metrics, and Educational Master Plan benchmarks and outcomes ([Institution set standards](#), [IEPI Goals](#), [Strategic Plan](#), [EMP](#)). The College recognizes the need to improve the recognition and awareness of the KPIs and institutionalize the review and discussion of them at all levels on a regular basis. Identified gaps in the utilization of data as a core component of integrated planning and corresponding improvement plans are addressed in the Quality Focus Essay.

Standard II.A.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.

Evidence of Meeting the Standard:

MJC has identified student learning outcomes for all courses, programs, certificates and degrees ([ACCJC Annual Report 2016](#)). Student learning outcomes are one of the primary components

utilized in the determination of student mastery of course content. ([Outcomes in Short](#)) MJC regularly assesses learning outcomes using appropriate methods of evaluation and established institutional procedures ([OAW website, assessment handbook](#)). Learning outcomes and assessments are defined and evaluated by faculty. The collective bargaining agreement between the Yosemite Faculty Association and the Yosemite Community College District requires faculty participation in the assessment of learning outcomes. **[*Will be edited to reflect any ratified change to the YFA Contract.]**

The Academic Senate collaborates with the Outcomes Assessment Workgroup (OAW) to provide leadership and coordination in the assessment of learning outcomes. The OAW is led by a faculty chair who also serves as the Assessment Coordinator for the college ([OAW membership](#)). This partnership promotes faculty lead, campus-wide dialogue and understanding of learning outcomes, assessment, and analysis of assessment results. ([OAW Workgroup Mission](#)) This robust dialogue fosters institutional effectiveness and continuous improvement in teaching and learning strategies. All course learning outcomes (CLOs) are mapped to Program, General Education, and Institutional Learning Outcomes (PLOs, GELOs, and ILOs). ([Learning outcome map](#)) The MJC Student Learning Outcomes and Assessment Handbook and the Curriculum Manual provide guidance and best practices for faculty developing or revising outcomes. ([OAW Handbook, Curriculum Manual](#)) Learning outcomes are included in syllabi. ([Sample syllabi](#)) Course Learning Outcomes are publicly available through the class search function of the student information system utilized by the college, MJC PiratesNet. ([Screenshots of CLOs as noted here](#)) Program Learning Outcomes, General Education Learning Outcomes, and Institutional Learning Outcomes are published in the Modesto Junior College Catalog and available on the college website. ([MJC Catalog, website link to outcomes info](#)) Support Service Learning Outcomes (SSLOs) are published on the webpages for each service area. ([links to SSLOS on web](#)) SSLOs are also communicated at the point of service such as appointments, workshops, presentations, related activities. ([agendas, programs, and/or other evidence](#)) Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs) are published on the webpages for each service area [BT1]. ([links to websites with the info](#))

The Curriculum Committee reviews learning outcomes as a component of the curriculum review process ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards. ([Curriculum manual](#)) The Committee utilizes Bloom's Taxonomy as a reference document when examining student learning outcomes for indicators of appropriate levels of rigor. ([Bloom's Taxonomy](#)) Learning outcomes are reflected in the CORs which are maintained in the curriculum management system that is utilized by the college. ([link to CurricUNET](#)) All degrees and certificates are required to include program learning outcome to acquire approval by the Curriculum Committee. ([Program proposal form](#)) All syllabi contain student learning outcomes. In accordance with YCCD board policy students receive a syllabus during the first week of class. ([BP 4-8065](#)) Copies of syllabi are also retained in the division offices. ([BBSS communication re syllabi](#))

The college maintains a cyclical process for assessing learning outcomes with a specific cohort of courses identified to assess each year. ([cycle](#)) PLO assessment is conducted through analysis of data collected from courses mapped to each PLO. ([SLO manual p.24 -25](#)) The aggregated course data is analyzed and discussed by faculty and staff at the department and division levels. Faculty analyze and discuss assessment data to make improvement to courses and programs. The College has assessed 100 percent of learning outcomes. ([ACCJC Annual Report 2016](#)) MJC tracks course and program learning outcomes assessment cycles. Assessment cycle reports are housed on the Outcomes Assessment web page. ([OAW link](#)) An evaluation of MJC's assessment processes indicated that a more sophisticated approach to assessment data management was needed to allow

the college to maximize the access and utility of assessment data. In 2016 the College transitioned to the eLumen software system as the repository for outcomes assessment and reporting. ([eLumen site](#))

Program Review includes the results and analysis of learning outcomes data. Departments/areas are required provide narrative summaries regarding the use of student learning outcome data to improve instruction and/or services to students [BT2].

The College maintains a broad definition of learning outcomes which includes other measures of student success and achievement such as gainful employment, licensure examination pass rates, completion, and labor market salary increase resulting from skill enhancement/building. These outcomes are tracked and assessed through review and analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellors office. The College maintains Gainful Employment Data and Licensure Exam Pass Rates which are available on the college website. ([Auto Body program site](#), [Auto Body GE data](#)) The College also utilizes Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellors Office. This survey provides additional data on student post completion employment and success. ([CTE Outcomes Survey](#))

Analysis and Evaluation:

The College has established procedures for identifying and regularly assessing learning outcomes for courses, programs, certificates and degrees. ([SLO Manual](#)) Faculty define and assess learning outcomes for courses, programs, certificates and degrees. Course learning outcomes are recorded on the course outlines of record and incorporated into syllabi. ([Sample Syllabi](#)) Syllabi are provided to students during the first week of instruction and copies are kept on file in division offices. ([BP 4-8065](#)) Program learning outcomes are recorded in the curriculum database and in the college catalog. ([MJC Catalog](#), [CurricUNET link](#)) Learning outcomes are approved by the Curriculum Committee through the course approval process. The Academic Senate and Outcomes Assessment Workgroup facilitate dialogue regarding outcomes assessment. The OAW coordinates assessment related processes and activities. ([OAW web page](#))

While the College engages in the regular assessment and evaluation of learning outcomes there have been gaps in continuity and sustained continuous quality improvement in the assessment cycle. Several factors have impeded the progress and effectiveness of assessment practices. To identify and address these factors, review and evaluation of assessment processes was undertaken. Analysis revealed the need for a more comprehensive, streamlined approach to assessment, outcomes data reporting, and process evaluation. In addition, the College recognizes the need for increased depth in the integration of assessment into planning processes. Improvements to assessment processes are being coordinated through the Outcomes Assessment Workgroup. In 2016 the college transitioned to the eLumen software system as the repository for learning outcomes assessment, reporting, and evaluation. Utilizing eLumen will further streamline assessment processes and enhance the incorporation of assessment into college-wide planning processes by integrating assessment and program review processes. These linkages will strengthen the alignment between outcomes data, improvement strategies, program review, planning, and resource allocation.

Identified gaps in outcomes assessment and corresponding improvement plans are addressed in the Quality Focus Essay.

The College identifies and regularly assesses a broad spectrum of learning outcomes for students which extends beyond CLOs, PLOs, GELOs, and ILOs to include progression through courses to complete degrees/certificates and gain employment or transfer to a four-year institution. The College has developed a Strategic Plan and an Educational Master Plan which identify, benchmark, and track lead and lag indicators that correspond to these outcomes. (MJC Strategic Plan, EMP) Through purposeful investment in the development of the Institutional Research and Planning office the College has improved access to data to support the assessment of these outcomes. Identified gaps in the integration of outcomes data into decision making, institutional planning, and resource allocation processes and corresponding improvement plans are addressed in the Quality Focus Essay

Standard II.A.4

If the institution offers pre-collegiate level 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.

Evidence of Meeting the Standard:

Consistent with the mission of the College to provide an “educational environment for the ever-changing populations and workforce needs of our regional community”. MJC offers pre-collegiate level curriculum. Approximately xx% of students attending MJC assess into pre-collegiate courses each fall semester. These courses are offered in Workforce Education training programs, Community Education, English, English as a Second language (ESL), and Math. The College also offers some pre-collegiate level courses for credit. Pre-collegiate level courses are identified in the catalog as non-credit or not degree applicable. (MJC Catalog) These courses are follow California Code of Regulations Title 5 guidelines as outlined in the California Community College Chancellors Office Program and course Approval Handbook for non-degree applicable credit courses. (sample COR for basic skills classes) These courses are clearly distinguished and delineated from college level curricula through coding in the curriculum approval process, in CurricUNET and in curriculum reports submitted to the California Community College Chancellor's Office. Inherent in the course development and curriculum review processes is the identification of the appropriate level of student preparation per course content, identified learning outcomes, and required assignments. (COR samples of basic skill and transfer courses) Alignment of pre-collegiate level curriculum with college-level curriculum is established through the mapping of learning outcomes from the course to the program level [BT1].

MJC is an Achieving the Dream Institution and the recipient of a US Department of Education Title V Grant to improve student success and completion. The College maintains a strong commitment and focus on removing barriers to improve access, retention, success rates and shorten time to completion for all students and particularly for students enrolled in pre-collegiate level curriculum. The College is deeply engaged in institutional efforts to support student in acquiring the knowledge and skills necessary to advance and succeed in college level curriculum. (ATD brochure, ATD Plan, Basic Skills Plan, SEP, SSSP, Success specialist job description) The college has established a

Student Success and Equity Committee. The MJC Student Equity Plan examines equity in five areas including pre-collegiate level coursework and as identified specific interventions to assist students.

(SEP)

The College has implemented a Student Support and Success Program (SSSP). (SSSP) As a key component of the SSSP Plan new students are directed to complete assessment testing for course placement into English and Mathematics prior to enrollment. Students meet with a counselor to develop an educational plan and Student Success Specialists are assigned to assist students. Student Success Specialists provide information about credit bearing programs to students enrolled in training programs and community education courses. (job description) Tutoring assistance is provided to students enrolled in Basic Skills courses through the Learning Center and the STEM Center. (link to tutoring website) In 2016 the College opened the English Language Learner Welcome Center to assist nonnative English speaking students in matriculating into the college and navigating the pathway to college level curriculum in support of their educational goal. (website?, flyer, email announcement re: Center launch) The English, Mathematics, and ESL departments have all developed curricular pathways to assist students in transitioning to college level coursework. (Catalog maps of course progression)

Additional academic support services are available to students enrolled in pre-collegiate courses through the Counseling Center, Library, and Learning Resource Center. (webpages) These services include educational planning, tutorial services, Writing Center, supplemental instruction, and student success workshops. MJC also supports and maintains several student success and support programs that provide students with academic support to assist students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. (student support services websites, brochures, email announcements) For example the EOP & S Bridge Program provides a learning community for cohorts of students enrolled in pre-collegiate English and math courses (Bridge info)

MJC has funded several professional development opportunities for faculty and staff to further promote and facilitate student success in pre-collegiate coursework and the transition to college-level curriculum. (CAP workshop flyer, email announcements) For example, English faculty have been funded to attend xxxxxxxxxxxxxxxxx. Faculty returned from these professional development trainings and workshops and initiated the redesign of the English pre-collegiate curriculum (link to pre/post maps).

MJC offers a limited number of non-credit courses (link to non-credit courses). Non-credit courses adhere to California Code of Regulations Title 5 (55002-55003) guidelines as well as the guidance outlined in the California Community College Chancellors Office Program and Course Approval Handbook. (Link to PCAH) The review and approval process for non-credit curriculum follows the curriculum develop and review processes utilized for credit courses and programs including the development and assessment of student learning outcomes. (Curriculum manual) MJC is in the initial phase of exploring a framework for expanding the development and offering of non-credit courses including an increased number of Career Development and College Preparation (CDCP) courses to meet the diverse needs of students including but not limited to contextualized English and math courses. (EMP) These courses will provide clear pathways for students to transition from adult education to college level coursework in Career Technical Education programs. (CDCP website or info from PCAH)

Analysis and Evaluation:

At MJC over xx% of students assess into remedial coursework. MJC offers pre-collegiate level courses that are incorporated into pathways designed to transition students into college level curriculum if that is the identified goal of the student. More than half of the students that enroll into pre-collegiate level courses re-enroll in the same remedial course two or three times before succeeding. Consequently, improving student success and equity has emerged as a critical priority for the college. (ATD, SEP, SSSP, Basic Skills plans) The College has formed a Student Success and Equity Committee which is tasked with the comprehensive review of institutional data related to student success. The committee analyzes data to identify areas where students are struggling the most. From these discussions barriers to academic success are uncovered and the committee explores effective practices and makes recommendations for piloting initiatives to increase student success. Specific initiatives and professional development opportunities focused on increasing the support and success of students enrolled in pre-collegiate courses includes xxxxxx [BT1]

As a result of these and other student success efforts the college has begun to focus on systemic changes that will improve the progress of students through pre-collegiate level curriculum. In 2015 this work manifested itself in the receipt of a US Department of Education Title V grant which is increasing the College's capacity to address and remove barriers to academic success for high need students. (Title V grant narrative) A key component of the grant is the development of curriculum and academic support systems that are responsive to the needs of students enrolled in pre-collegiate coursework. This grant expands the College's portfolio of key initiatives and activities focused on supporting students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Standard II.A.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.

Evidence of Meeting the Standard:

Faculty retain primary purview over the development of courses, degrees, certificates, and programs offered at the College. The degrees and programs developed and offered at MJC follow the practices common to American higher education. MJC adheres to the legal and regulatory curriculum standards outlined in the Education Code and Title 5 Code of Regulations requiring a minimum of 18 units in a major or area of emphasis and 60 total units to earn an associate degree. (Board Policy 4045, Curriculum Manual, curriculum review processes) Course units are based on the Carnegie hour, consistent with statewide standards and comparable to other degrees and programs at other community colleges in the state of California. The Curriculum Committee reviews each course to

ensure alignment with the mission of the college and adherence to guidelines and requirements established in California Code of Regulations Title 5, Education Code, Board Policy, and the California Community College Chancellor's Office Program and Course Approval Handbook. The Course Outlines of Record are evaluated by the Curriculum Committee and approved by the California Community College Chancellor's Office. Course sequencing and prerequisites are established by faculty and subsequently reviewed through the curriculum review process which includes evaluation of compliance with requirements outlined in Title 5. The depth, breadth and rigor of degrees and programs are reviewed and evaluated through the curriculum review and approval processes and protocols. ([Curriculum manual](#))

The minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. Degrees are approved by the California Community College Chancellor's Office. ([Board Policy 4100](#), [the College Catalog](#), [California Education Code](#), and [California Code of Regulations Title 5 \(55800\)](#)). Minimum degree requirements are verified by the Office of Admissions and Records prior to the conferral of degrees. Time to completion is monitored through Program Review and institutional data reports from the Office of Institutional Research and Planning. ([IR website](#), [link to report](#))

The College has developed course sequencing models that illustrate and outline pathways to degree completion and anticipated timeframes. ([Catalog program samples](#)) While the minimum unit requirement for an associate degree is set at 60 the Associate Degrees for Transfer are held to a maximum of 60 units and can be completed in two years. ([ADT website](#)) Data review and other processes inherent in outcomes assessment and program review practices ensure that synthesis of learning is monitored, evaluated, and continually improved. ([OAW website](#))

Analysis and Evaluation:

All degrees and programs, the required and elective courses that support them, and both required and suggested curricular sequencing are listed in the MJC Catalog. ([MJC Catalog program section](#)) All degrees and programs are based on recognized fields of study in postsecondary education, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degree or certificate offered. These practices follow standard practices for higher education. ([articulation agreements](#)) CORs and programs of study are reviewed and approved through the curriculum review process for length depth and rigor as well as compliance with legal and regulatory requirements outlined in the California Education Code and Code of Regulations Title 5. All associate degrees and certificates of achievement have been approved by the California Community College Chancellor's Office. ([CCCCO program inventory](#)) Synthesis of learning is evaluated through program review and assessment processes and documented in narrative reports. ([PR in eLumen or samples](#)) Time to completion for degrees and certificates is monitored and evaluated through completion data collected during Program Review and other reporting mechanisms. Completion data and reports are available from the Office of Institutional Research and Planning. Data is disseminated, reviewed, analyzed and utilized in the continuous effort to improve student success. ([Program review handbook](#))

Standard II.A.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.

Evidence of Meeting the Standard:

Courses for degrees and certificates, including elective courses, are scheduled in a manner that allows students to complete programs within timeframes that are consistent with established expectations in higher education. Deans, in consultation with faculty, develop course schedules that enable students to meet course prerequisites and complete their programs of study. (division schedule building communication, division process charts?) The College has developed recommended course sequences for degrees and certificates that support degree completion in a reasonable time frame. (sample program maps) Classes are scheduled in the day, afternoon, and evening hours, on Saturday, and online. (snapshot of course schedule demonstrating variety of options) Courses are scheduled in a block format which reduces overlaps in class meeting times and increases student capacity to take multiple courses. (Sample schedules) Courses are also scheduled in various term lengths increasing the enrollment options available to students. (Schedule snapshot showing various term lengths) Credit courses listed in the catalog are offered at least once every two years. Career Technical Education (CTE) programs are required by state law to conduct program review, including an analysis of course scheduling, once every two years. (Sample CTE program reviews)

Analysis and Evaluation:

MJC offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online distance education. (Schedule demonstrating modality) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students and facilitate timely completion of academic programs. (Schedule snapshots illustrating above) The College has developed recommended models and course sequences to aid students in the timely completion of degrees and certificates. (Sample) Faculty and deans collaborate to ensure courses are scheduled across an array of days and times to provide students with flexibility in developing class schedules that minimize time to completion. As outlined in the Educational Master Plan the College will convene an Enrollment Management Advisory Team. The Team will review scheduling data and practices to identify areas for improvement. The Team will also investigate best practices for scheduling such as the development of two-year scheduling plans by each department. (EMP)

Standard II.A.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.

Evidence of Meeting the Standard:

The College offers instruction through multiple delivery modalities, including face-to-face, hybrid, and fully-online Distance Education. (Schedule sample from II.A.6) Short-term classes, courses offered at off campus locations, and dual enrollment opportunities provide additional access to students. (Sample from II.A.6) A majority of the courses offered by the College are web enhanced using

Canvas to facilitate student access to course materials and promote student success. ([link to Canvas](#)) The COR includes the identification of methods utilized to support and assess student learning and mastery of course content for each course regardless of delivery mode. ([Sample COR of course with DE options](#)) Distance Education courses meet the requirement outlined in California Code of Regulations Title 5 (55206) to have an approved Distance Education Supplement on record and undergo additional scrutiny by the Curriculum Committee as part of the curriculum review process. ([Curriculum manual, COR sample](#))

Student demographic data indicates that the Distance Education program primarily serves students in Stanislaus County. ([Link to data or snapshot of report](#)) Guidelines have been established for the creation and delivery of Distance Education courses. ([DE course rubric](#)) All faculty that wish to teach online must participate in the online training program offered by the Instructional Design Coordinator or an approved program deemed to be equivalent. ([Evidence?](#)) The College has implemented a Distance Education Plan, established a Distance Education Committee, and allocated a full-time faculty position to facilitate instructional design for [technology enhanced courses](#). ([DE Plan, job description, DE Committee website](#)) The quality and effectiveness of DE courses is monitored through these structures. The DE Committee makes recommendations on pertaining to policies and practices that facilitate student success in online instructional programs and student support services. The DE Committee monitors, reviews, and evaluates student outcomes and success rates in online courses. ([minutes, documents?, report](#)) This process includes comparisons with face-to-face courses to monitor effectiveness and equity across formats.

The Distance Education Faculty Coordinator provides professional development and support to faculty and staff engaging students in the online milieu. ([Job description, DE Strategic Plan](#)) The Distance Education Faculty Coordinator offers workshops focused on online pedagogy and utilizing a variety of tools to enhance the online experience for students. The Coordinator also offers workshops and technical assistance to assist faculty teaching online, hybrid or technology enhanced courses utilizing Canvas. ([email communication samples](#))

Through communities of practice, professional development opportunities, department meetings, curriculum review, councils and committees, faculty regularly discuss teaching methodologies and learning support services as they relate to student learning outcomes and student performance. Faculty and staff regularly engage in multidisciplinary discussion regarding student success. Two Institute Days are held each year which provide institution-wide professional development on topics relevant to student engagement and student achievement. ([Sample agendas/FLEX workshops](#)) Workshops and other professional development opportunities are offered throughout the year including retreats for both faculty and classified staff. ([Speakers, presentations and agenda topics at retreats](#))

MJC has developed a number of strategic instructional and student support initiatives to meet the diverse and changing needs of students. MJC is an Achieving the Dream (ATD) College and as such has developed a comprehensive, strategic focus on closing achievement gaps and accelerating success among diverse student populations, particularly low-income students and students of color. ([ATD Plan](#)) In alignment with ATD's foundational premise that improving student success on a substantial scale requires colleges to engage in bold, holistic, sustainable institutional change the College has established a framework to guide the redesign of basic skills curriculum, accelerate student success and provide students with clear pathways to completion. This work is driven by the use of data and the integration of institutional plans developed to promote and facilitate student success. ([Link to ATD plan and redesigned engl/math curric](#))

The College has developed institution-wide plans to address the success and achievement of students with emphasis on increasing equity in the success and achievement of students from disproportionately impacted groups. (SEP, SSSP) A review of student success and completion data has resulted in the development of a broad spectrum of interrelated, cross-disciplinary interventions and activities focused on improving student outcomes and enhancing the student educational experience at the college through the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI) and the Adult Education Block Grant (AEBG). In 2015 the College received a Title V Grant focused on reducing academic, procedural, and physical barriers to student success. (Title V grant narrative) Through the grant the College is addressing academic policies, course sequencing, and supplementary learning. The grant objectives and activities support and enhance the student success initiatives of the ATD Plan (Link to Title V Grant). The College is in the third year implementing the Student Equity Plan (SEP). The SEP identifies achievement gaps across an array of student groups in five key areas: access, course completion, ESL/Basic Skills completion, degree/certificate completion, and transfer. (SEP) The SEP proposes activities and methodologies to address inequitable outcomes of disproportionately impacted student groups. There are five core themes across these plans:

- Rethinking developmental education
- Closing achievement gaps for student populations
- Developing clear pathways for students
- Helping students acclimate to college processes and responsibilities
- Building a culture of inquiry and evidence based decision making to support equitable educational outcomes and student success

In alignment with the primary tenets of the Achieving the Dream initiative, MJC is becoming a data-informed college. The increased focus on using data as a basis for informed decision-making is reflected in discussions and a planning agendas that are being implemented through collaboration and participatory decision making involving the Academic Senate, the Student Services Division, the Instruction Division, and the Associated Students. For example, institutional data was collected and shared with college stakeholders at a campus-wide data-analysis session on September 11, 2015, providing opportunity for in-depth discussion and analysis of college- and program-level data (MJC ATD 2015 Data Summit). Throughout the 2015/16 academic year, institutional data continued to be identified, collected, refined, and assessed by the college Institutional Research and Planning department. Data findings and enhanced access to data has been shared broadly across the institution. (IR website)

Based on findings from these data, MJC ATD Framework (ATD Implementation Plan) and existing institutional plans (SSSP, SEP, BSI, ATD, AEBG) a five-year College Strategic Plan has been developed along with a corresponding updated Educational Master Plan. (Strategic Plan, EMP) Detailed work plan is now being implemented, including activities, timelines, and data to be evaluated. The SSEC and College Council review progress on activities, including:

- Faculty-developed programs, including the First-Time-In-College course and Men of Color program
- Scholarship of Teaching and Learning Faculty workgroup to identify pedagogical approaches that improve outcomes for students of color
- Additional research personnel and training support in understanding data
- Additional Student Success Specialists (connecting students to support services)
- A Book Loan program for students
- Software that supports learning outcomes assessment, disaggregated by student population
- Re-designed student services facilities and processes that enable one-stop services on both campuses
- Comprehensive review of college policies and procedures to identify disproportionate impact
- Development of accelerated programs
- Development of meta majors/guided pathways

Math faculty recently completed the development of curriculum for a noncredit “Math Emporium”. Seven new noncredit modules were developed to replace two 5-unit courses. The modules are combined into two noncredit certificates. Students can progress at an individual pace, depending on their preparation and their major. The seven modules were piloted in summer 2017 with three sections of 40 students each: each section may have students enrolled in multiple modules. Completion rates as well as success rates in subsequent math courses will be compared with non-participants from similar populations. The program will be scaled up slowly during fall 2017 to allow time to track ongoing progress and make refinements. It will continue to be scaled in spring 2018 to meet student demand. It is anticipated that as many as 1,500 students may enroll in Math Emporium each semester when it is fully scaled.

During Fall 2016, English faculty taught eleven prototype accelerated Basic Skills English sections. The new course, “Reading, Writing and Reasoning” combines content from two remedial English courses and a remedial reading course into a single six-unit course. (COR ENG 45) This course is an intensive writing course that prepares students for college-level English. Approximately 325 students, 30% of lowest-entry developmental English students, are enrolled in the fall accelerated sections. Pilot faculty will train other instructors during summer 2017 to scale up the program. Course retention and general persistence rates will be compared with those of non-participants from similar populations who are enrolled in the traditional Basic Skills English sequence of two 5-unit courses. The Office of College Research will track success rates in subsequent English courses.

The MJC Foundation and the Student Success and Equity Committee both have extended the opportunity for faculty and staff to submit funding proposals for mini-grants to seed projects and initiatives to improve student success outcomes. (Examples of funded grants)

As a result of these initiatives and other programs established at the college MJC maintains a broad array of learning support services for students. The Learning support services reflect the diverse needs of students attending MJC. (Link to list of links for Learning Support Services). Learning support services are available to students on regardless of location and delivery method of instruction.

The college supports the professional development of faculty through an array of opportunities offered throughout the academic year on campus and within the region as well as across the state and nation (Link Flex Activities). The College has sponsored faculty retreats that highlight on best practices and pedagogical approaches specifically focused on adult learners in the community college milieu. (Great Teachers’ Retreat agendas) The College has partnered with the Center for Urban Education (CUE) to provide culturally responsive workshops, training, institutes, and a twelve-

month academy tailor made for MJC deans and faculty as part of the Student Equity Plan to reduce identified achievement gaps in disproportionately impacted student populations ([Link to CUE docs, Equity Plan](#)).

Analysis and Evaluation:

MJC effectively utilizes delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of students. The College has developed and implemented plans, action items and professional development initiatives to address and support equity in success for all students. ([SSSP, SEP, ATD, Basic Skills plans, professional development evidence](#)) A broad spectrum of pedagogical approaches, delivery modalities, technologically enhanced facilities, and instruction are utilized to meet the diverse range of academic and student support needs of students.

MJC is a member of the Achieving the Dream Network (ATD). As an ATD college MJC has developed an institutional focus on retention, success, and equity that is reflected in the alignment of the Colleges Strategic Plan and EMP with other institution-wide plans focused on student success. ([Link to ATD Plan and other plans](#)) A key component of the MJC ATD Framework is a targeted effort to increase the institution's capacity to collect, access, analyze, and use data to inform decisions and use technology to support student success. ([ATD section on data](#)) The College has effectively utilized data to revise pedagogical methodologies, curriculum, and develop learning support services that reflect the diverse and changing needs of its students, in support of equitable educational outcomes and success for all students.

Standard II.A.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.

Evidence of Meeting the Standard:

Department-wide course examinations are administered in the English Department. ([COR ENG 49?](#)) The College validates the effectiveness, validity, and reliability of these examinations. ([Evidence](#)) Processes are in place to determine and reduce test bias. The department conducts department-wide norming and grading in-service training to develop rubrics for standardized assessment and grading. The procedures for the norming processes are documented. ([xxxxxxxxxxx](#)) ([Via email 1.10.17](#))

Analysis and Evaluation:

Department-wide course and/or program examinations are administered in the English Department. Faculty participate in department-wide training and dialogue to validate the effectiveness, validity, and reliability of these examinations. All examinations undergo analysis to determine and reduce test bias.

Standard II.A.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.

Evidence of Meeting the Standard:

The College awards college credit based on the Carnegie Standard defined in California Code of Regulations Title 5. One unit of academic credit is earned based on one hour of lecture/discussion per week or a minimum of three hours of laboratory per week per term. Typically, 17.5 hours of lecture or 52.5 hours of laboratory produce one unit of credit. This practice reflects general accepted norms or equivalencies in higher education and follows the California Community College Chancellor's Office requirements for the awarding of academic credit. (PCAH) The college catalog contains policies on the awarding and transfer of credit and is available online and in hard copy print format. The requirements for the awarding of course credit, degrees, and certificates is outlined in Board Policy 4100 as well as in the MJC College Catalog. (BP 4100, Catalog page on credit) The College uses the student contact hour as the basic unit of attendance for computing full-time equivalent students (FTES) upon which college apportionment is determined. MJC does not offer courses based on clock hours.

All courses and programs offered by the College have identified student learning outcomes that embody what students will have learned upon successful completion of the course. (Sample CLOs) Course level learning outcomes are identified in CORs and syllabi. (Sample syllabi) All programs have documented mapping of course to program learning outcomes. (CurricUNET?) As part of the curriculum development and review process, the Curriculum Committee engages in the examinations of course and program learning outcomes to validate that course learning outcomes are addressed and reflected in the course content. (Curriculum manual) In addition, the College offers 24 Associate Degrees for Transfer. Per guidelines in the California Community College Chancellor's Office Program and Course Approval Handbook, all AD-Ts include program student learning outcomes. The awarding of a degree or certificate affirms demonstration of achievement of these outcomes.

Analysis and Evaluation:

The College is in compliance with state laws, regulations and District Board Policy that outline parameters for the awarding of course credit, degrees, and certificates based on student attainment of learning outcomes. The awarding of course credit, degrees, and certificates is dependent upon student demonstration of mastery of course content as reflected in course and program level learning outcomes. Learning outcomes are included in CORs and course syllabi. (Link to sample syllabi and CORs)

The College is in compliance with state regulations and California Community College Chancellor's Office guidelines regarding the units of credit awarded. This compliance confirms that units of credit awarded are consistent with policies that reflect generally accepted norms or equivalencies in higher education. The College does not offer courses based on clock hours.

Standard II.A.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.

Evidence of Meeting the Standard:

Policies and processes related to the transfer-of-credit are clearly stated in the MJC College Catalog and on the college website. (Transfer info from Catalog) In accepting transfer credits to fulfill degree requirements students meet with counselors to determine if courses may be accepted in lieu of local course requirements for degrees and certificates. When equivalent coursework is identified a local form is utilized to document the transfer-of-credit. (Form) Transcript evaluations are completed by the Office of Admissions and Records in accordance with established guidelines (Assist, MJC Catalog, IGETC, GE Breadth websites).

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California, and other institutions. The College relies on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) as the primary repository for these agreements. (ASSIST link, snapshots of articulations) Information regarding articulation and articulation agreements are available on the college website. (link to info) The College has revised course outlines to align with the descriptors identified in the Course Identification Numbering System and created new courses for Associate Degrees for Transfer using the descriptors. (C-Id.net, AD-T info on MJC web) The College has developed Associate Degrees for Transfer (AD-Ts) in every major in which it has an existing AA or AS degree that correspond to one of the 24 ADT disciplines as required by SB1440. In accordance with the college mission to provide a dynamic, innovative, undergraduate educational environment these AD-Ts expand the structured transfer pathways available to students. (List of AA-T and AS-T degrees at MJC)

The College has a well-established Transfer Center where students can access information regarding transfer and the transfer-of-credit to various bachelor degree granting institutions. (Transfer Center webpage)

Analysis and Evaluation:

The College has established transfer-of-credit policies, procedures, and practices to facilitate the mobility of students without penalty. Transfer-of-credit policies are clearly stated and made available to students in the College Catalog and on the college website. (MJC Catalog transfer section) In accepting transfer credits to fulfill degree requirements, the College certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of local courses through practices and procedures established by the Counseling Department and the Office of Admissions and Records.

The College maintains numerous course to course and major preparation articulation agreements with the California State University, the University of California and other institutions where patterns of student enrollment between institutions are identified. (ASSIST snapshot samples)

Standard II.A.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.

Evidence of Meeting the Standard:

The Yosemite Community College District's expected student learning outcomes for General Education and the Associate Degree are outlined in Board Policy. (BP 4025) Student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives are reflected in this policy. Accordingly, these same student learning outcomes have been embedded in established General Education Learning Outcomes (GELOS) and Institutional Learning Outcomes (ILOS). (GELOS, ILOS) In addition, faculty have developed program-specific learning outcomes for all programs established at the College. (Sample PLOs)

Analysis and Evaluation:

MJC has made substantial progress in the development, documentation, and assessment of student learning outcomes at the program, general education, and institutional levels. (ACCJC 2016 annual report) The established PLOs, GELOS, and ILOS include learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. All course learning outcomes are mapped to PLOs, GELOS, and ILOS. (Sample maps) The criteria utilized to determine the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for each program is outlined in Board Policies in accordance with California Code of Regulations Title 5, Education Code, the California Community College Chancellor's Office Program and Course Approval Handbook, and the Curriculum Manual. (BP 4025, BP 4100)

Standard II.A.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.

Evidence of Meeting the Standard:

In alignment with California Code of Regulations Title 5 and in compliance with Yosemite Community College District Board Policy, the College requires all degree programs to include a component of general education based upon a carefully considered philosophy for both the associate and baccalaureate degree. (BP 4025, CCR Title 5 55061, 55063) This philosophy is articulated in the college catalog and reflects learning outcomes that 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. (MJC Catalog related section) This philosophy informs the curriculum development and review process. (Curriculum manual introduction?)

As outlined in Standard II.A.1 and Standard II.A.2, discipline faculty define and develop the curriculum for courses, degrees and certificates in accordance with the standards established. (Curriculum Manual) The Curriculum Committee leads and directs the curriculum review and approval process which includes a determination regarding the appropriateness of each course for inclusion in the general education curriculum based upon faculty identified student learning outcomes and competencies appropriate to the degree level as well as established General Education Learning Outcomes. (BP 4025) Under the guidance of the Curriculum Committee, the College also complies with California State University Executive Order 1033 (CSU General Education Breadth Requirements) and the guidelines for the University of California Intersegmental General Education Transfer Curriculum (IGETC) Standards version 1.3 when determining the appropriateness of courses for inclusion in the general education transfer patterns. The General Education Requirements, expected learning outcomes (GELOs) as well as the IGETC and CSU General Education Breadth Requirements are published in the college catalog and available on the college website. (GELOs in Catalog, GELOs on web)

Analysis and Evaluation:

The College has established general education requirements for the completion of an associate degree, transfer to the California State University, and transfer to the University of California. (Catalog GE requirements for degrees) These requirements align with California Code of Regulations Title 5 and Board Policy 4025. Underlying these general education requirements is a carefully considered philosophy for the associate degree that indicates that students receiving a degree are prepared to participate in civil society with a broad comprehension of knowledge and skills in the arts and humanities, the sciences, mathematics, and social sciences.

The curriculum development and review process ensures that the College relies on the expertise of faculty to determine the courses that are included in the general education curriculum and to ensure that these courses introduce to the variety of means through which people comprehend the modern world. (Curriculum Manual) In alignment with the mission of the College, General Education Learning Outcomes have been developed to ensure that the awarding of the degree represents both the development of a sufficient depth of skills in a specific discipline and a successful attempt on the part of the college to lead students through patterns of learning experiences that has resulted in the accumulation of a breadth of knowledge. (GELOs) This includes the development of capabilities and insights that equip students with the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

The College's general education philosophy, general education course requirements and GELOs serve the College mission to facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape student into thoughtful, culturally aware, engaged citizens. The general education curriculum and learning outcomes brings coherence and integration to the separate requirements for the degree.

Standard II.A.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.

Evidence of Meeting the Standard:

All degree programs offered by the College include curriculum in at least one major area of study or an established interdisciplinary core curriculum. (MJC Catalog program section) All degree programs include General Education requirements and completion of specific courses and/or quantified number of units in the area of study. Faculty retain responsibility for ensuring that the content and methods of instruction for all program curricula meet accepted academic and professional standards and expectations including but not limited to compliance with California Code of Regulations Title 5. (Title 5 55002) (Curriculum Manual) The college maintains a rigorous curriculum approval and review process. The Curriculum Committee, a subcommittee of the Academic Senate, leads and directs a cyclical curriculum approval and review process that facilitates the effective evaluation of the currency and quality of all course, degree, and certificate curricula. (Curriculum website, sample voting grid) The Course Outlines of Record and the curriculum for all courses and programs are developed and reviewed by faculty. In accordance with California Code of Regulations, Title 5, the curriculum review process ensures that all CORs reflect appropriate unit values, contact hours, prerequisites, catalog descriptions, objectives, and content. (Sample CORs) CORs contain the minimum standards for content and methods of instruction. CORs along with course and program curricula are regularly and systematically reviewed to ensure academic rigor and alignment with current standards of generally accepted academic and professional standards and expectations. During the review process CORs and course curriculum are evaluated for completeness, accuracy, relevance, alignment of course content with stated objectives, validation of prerequisites, rigor and assessment of learning outcomes, and alignment with transfer requirements including but not limited to the C-ID requirements of Transfer Model Curriculum. (Curriculum manual, curriculum website)

Distance Education courses undergo additional scrutiny to ensure that regular and effective contact will take place between the instructor and student as well as to ensure compliance with ADA guidelines. (DE addendum sample) The curriculum review process includes provisions for Career and Technical Education curriculum to be reviewed every two years and include input from program advisory committees as well as labor market data documenting workforce needs. (Curriculum matrix)

MJC has identified student learning outcomes for all courses, programs, certificates and degrees. (ACCJC annual report 2016) MJC regularly assesses learning outcomes using appropriate methods of evaluation and established institutional procedures. Learning outcomes and assessments are defined and evaluated by faculty. (OAW website) All course learning outcomes are mapped to Program, General Education, and Institutional Learning Outcomes (PLOs, GELOs, and ILOs). The MJC Student Learning Outcomes and Assessment Handbook and the Curriculum Manual provide guidance and best practices for faculty developing or revising outcomes. Learning outcomes are included in syllabi. (Sample Syllabi)

The identification and assessment of student learning outcomes is inherent in the faculty led curriculum development and review processes. Through these processes faculty identify courses specific to a major or specialized areas of study as well as courses that comprise the core of interdisciplinary curricula. These processes ensure that selected courses are appropriate to the degree and reflect theories and practices within the field of study. Through Program Review faculty

engage in the iterative process of evaluation and improvement of degree programs and student learning outcomes. ([Sample PR](#), [pr timeline](#))

Analysis and Evaluation:

MJC offers degree programs across a diverse spectrum of disciplines of study. ([List of programs](#)) Faculty who hold the minimum qualifications to teach in these disciplines retain the primary responsibility for developing and reviewing curricula, learning outcomes, general education and degree requirements specific to each major or area of study. These curriculum development, approval, and review processes, as well as outcomes assessment and program review, are all components of a holistic iterative processes of continual quality improvement to ensure that key theories and practices within the fields of study remain current and relevant.

Standard II.A.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.

Evidence of Meeting the Standard:

Modesto Junior College offers 48 programs in career technical education (CTE) that culminate in the award of either a degree or a certificate. ([list of CTE program degrees & Certificates](#)) In compliance with California Code of Regulations Title 5, the curriculum review process includes provisions for CTE curriculum to be reviewed every two years. ([Curriculum matrix](#)) As part of the Career Technical Education (CTE) Program Review process faculty conduct an analysis of curriculum, course scheduling, student learning outcomes assessment, productivity, enrollment trends, staffing, labor market data and information, and changes in the industry. ([CTE sample program review](#)) CTE Program Review also includes processes to gather input and feedback from program advisory committees as well as review and analysis of labor market data documenting workforce needs.

Other measures of student success and achievement such as gainful employment, licensure examination pass rates, completion, and labor market salary increase resulting from skill enhancement or skill building serve as evidence that that graduates completing career-technical degrees and certificates demonstrate technical and professional competencies that meet employment standards. These outcomes are tracked and assessed through review and analysis of Data Mart, Student Success Scorecard, and Salary Surfer data provided by the California Community College Chancellor's office. The College maintains Gainful Employment Data and Licensure Exam Pass Rates which are available on the college website. ([links to program data](#)) The College utilizes Perkins Core Indicator Reports for general information regarding outcomes in Career Technical Educational programs. ([link to program site](#)) MJC participates in the CTE Employment Outcomes Survey sponsored by the California Community College Chancellor's Office. This survey provides additional data on student post completion employment and success. ([link to survey data](#))

Individual programs that require third party accreditation or certification are in compliance with those external mandates and requirements. ([CoARC, BRN, ... accreditation evidence](#)) The College offers six programs that require students to pass a licensure or certification examination to qualify for

employment in the field. Pass rates these programs are typically above 85% and exceed Institution Set Standards for licensure passage rates. ([Table of licensure pass rates](#))

All CTE programs have established student learning outcomes that are based on industry standards and identify specific knowledge, competencies and/or technical and professional skills required by the field. ([Sample CTE CLOs, CTE syllabi](#)) CTE degree programs also have general education requirements that are mapped to Institutional Learning Outcomes. ([link to evidence in prior section on gen to ILO mapping](#))

MJC engages key stakeholders in the development, planning, implementation and evaluation of CTE programs. ([Advisory meeting announcements, agendas](#)) These stakeholders include students, faculty, administrators, counselors, representatives of tech prep consortia, representatives from K-12 school districts, and representatives of business and industry [BT1]. CTE program administrators and faculty convene meetings with program specific advisory councils, boards, and committees throughout the academic year. In accordance with the guidance provided in the Career Technical Education Advisory Committee Manual from the Career Technical Education Administration Management Office of California Department of Education Career and College Transition Division and the State Plan for Career Technical Education this includes an annual CTE local planning meeting to develop recommendations for programs and obtain feedback from potential employers[BT2] .

Analysis and Evaluation:

Graduates completing career technical education degrees and certificates demonstrate technical and professional competencies that meet employment standards and preparation for external licensure and/or certification in respective industries. CTE program faculty and administrators work collaboratively with key stakeholders from the community, business and industry, K-12 school districts, and students in the planning and evaluation of CTE Programs. ([CTE advisory membership lists](#)) CTE advisory committees play a central role in providing information, input, and feedback to CTE faculty to ensure that CTE curricula and programs reflect the knowledge base and skill development required for employment. Data on student outcomes and performance in the labor market is utilized to assess program effectiveness at meeting employment standards and preparation for external licensure and certification. ([program review samples](#))

Standard II.A.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.

Evidence of Meeting the Standard:

The College has established a program discontinuance process which has been developed and approved by the Academic Senate through the participatory governance process [BT1]. In accordance with Board Policy, the California Education Code, and the California Code of Regulations Title 5, the program discontinuance process includes provisions to mitigate negative impacts of

substantial changes or program discontinuance on students who are in progress of completing the program of study identified for discontinuance [BT2]. This process articulates the commitment of the College to make every effort to allow students to complete their program of study or certification within a reasonable period of time. Program Review is the primary mechanism through which programs are evaluated for relevance, vitality, and viability. If the Program Review indicates that a program may no longer be viable due to decreasing enrollment trends, inadequate funding, non-compliance with requirements and/or mandates, etc. the Program Viability Procedure [BT3] is utilized to develop a response to the findings and an appropriate action plan.

Analysis and Evaluation:

The College utilizes the curriculum development and review process, the Program Review process, and student outcomes data to evaluate the relevance of curricula and educational programs. The College has established criteria to determine program viability. (Program discontinuance doc) In the event that a program is found to no longer be viable the College has established guidelines to develop a response to the findings and an appropriate course of action which may include suspension, discontinuance or revitalization. The College has established policies and procedures to ensure that students are able to complete their education in a timely manner with minimum disruption when programs are eliminated or program requirements are significantly changed.

Standard II.A.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.

Evidence of Meeting the Standard:

The College has established policies, procedures, and practices that ensure regular engagement in an iterative process of evaluation and continual quality improvement of all instructional programs. (Curriculum manual, Curriculum website, curriculum matrix, program review samples, program review cycle, OAW website, Assessment Handbook, YFA Contract Article 6, advisory meeting agendas, advisory membership lists, Great Teachers' Retreat agendas, ATD Dream Agenda, Institute Day agendas) These include but are not limited to:

- curriculum development and review processes
- Program Review Processes
- Student Learning Outcomes development, review and assessment practices
- faculty performance evaluations

- review and analysis of student outcomes data
- collaboration with key stakeholders through advisory groups
- professional development

Analysis and Evaluation:

The College regularly reviews and evaluates the currency and quality of all instructional curricula and programs offered in the name of the institution regardless of delivery mode or location. Modesto Junior College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. (Curriculum matrix, cycle of program review) Criteria utilized to review and evaluate curricula and programs includes relevance, appropriateness, and achievement of learning outcomes. (Curriculum Website, Curriculum manual, Sample CORs) Evaluation includes comparison data on student success and achievement across traditional and online modalities. Student performance and outcomes data is also used to determine gaps in student performance and achievement. In response to findings in the data the College has developed and implemented action plans to enhance and improve student success. (ATD Implementation Plan, Basic Skills Plan, SEP, SSSP, Title V Grant) Demonstrated review and evaluative practices and processes collectively support and ensure currency, quality and improvement of programs.