MOUNT
TAMALPAIS
COLLEGE

Mount Tamalpais College

Follow-Up Report

Submitted by:
Mount Tamalpais College
(formerly Prison University Project)
P.O. Box 492
San Quentin, CA 94964

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

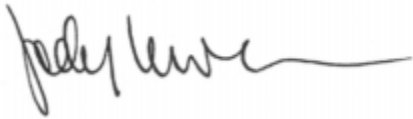Date Submitted: September 28, 2021

Certification

To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

From: Jody Lewen, Ph.D., President/Chief Executive Officer
Mount Tamalpais College
PO Box 492
San Quentin, CA 94964

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.
Signatures:

Jody Lewen, Ph.D.
President/Chief Executive Officer
                                                                    [9/27/21]

Theresa M K Roeder, Ph.D.
Chairperson, Governing Board
                                                                    [9/27/21]

Amy Jamgochian, Ph.D.
Chief Academic Officer
                                                                    [9/27/21]

Connie Krosney, Ph.D.
Chair of the Board Academic Affairs Committee   [9/27/21]

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Report Preparation

The writing of this Follow-up Report was preceded by more than two years of work following the ACCJC Peer Review Team's 2019 site visit. As described in the "Response to the Commission" section that follows, the college's inclusive and intensive process to address the deficiencies identified in the Commission's Action Letter engaged its staff, faculty, Board of Trustees, students, and alumni. Additionally, MTC contracted with experienced consultants to support their planning and work: Dr. Melanie Booth, Senior Director of Educational Programs and Communications, NC-SARA; Dr. Alice Knudsen, Director of Institutional Research, Planning, and Academic Assessment, Mills College; Dr.Leah Ozeroff, Director of Educational Effectiveness, Dominican University of California; Dr. Amy Lerman, Professor of Public Policy and Political Science and Associate Dean of the Goldman School of Public Policy, University of California, Berkeley; Esther Kim, Founder and Principal Consultant, Esther Kim Consulting, LLC.

Some important new developments that ACCJC should know of that are not a part of the Response to the Commission section:

- The college changed its name from Prison University Project/the College Program at San Quentin to Mount Tamalpais College (MTC) in September 2020. To rename the college and determine its motto, the college surveyed its stakeholders—students, alumni, staff, faculty, Board of Trustees, and donors—for input, and held a Town Hall with students to discuss the ramifications of different possible names. The motto MTC decided on is "Discamus Ut Mundum Reparemus" or "Let Us Learn So That We May Repair the World."
- MTC's Board of Trustees is working with Ellen Chaffee, a senior consultant with the Association of Governing Boards, to help them transition to MTC's new structure as an independent college.
- San Quentin Prison was closed to in-person instruction from March 2020 through June 2021. Because San Quentin did not have the capacity to provide computers or internet access to students, MTC transitioned to correspondence courses. During the shutdown MTC continued work on developing its assessment infrastructure. This work was staff- and faculty-driven, with feedback and review from the Board and paroled alumni.
- As a part of work on assessment, institutional effectiveness, and returning to face-to-face college programming after the 18 month hiatus, MTC also hired new staff, including a Chief of Institutional Effectiveness and Research, Jennifer Juras, Ph.D.; a Registrar, Jacob Kernodle; and other new academic and administrative personnel.
- While in-person programming was suspended during the first year and a half of the pandemic and all California prisons were continuously locked down, MTC obtained

grant funding to distribute care packages to incarcerated people throughout California, including items such as toiletries, healthy snacks, writing and art supplies, and essential information, including about COVID-19 and other current affairs.

- Along with addressing ACCJC's site visit team requirements, MTC has also attended to other improvement areas the team noted: we have a revised our student grievance process and form; we have drafted a revised faculty governance structure that we plan to finalize this fall, after it has passed through requisite reviews; we have worked to develop inclusive decision-making on staff through developing "Community Agreements"; and we have worked extensively with the California Department of Corrections and Rehabilitation to bring laptops into the prison for student use, which will make computer literacy training and library resources far more available to students.

MTC's ALO, its new Chief of Institutional Effectiveness and Research (CIER), took the lead in preparing the Follow-up Report in Summer 2021. The ALO/CIER started working at MTC in April 2021 and immersed herself in the ongoing accreditation work of the Faculty Committee and subcommittees. She was also involved in the final stages of finalizing MTC's 2021-2023 Strategic Plan, which was guided by the ISER and resulting College Improvement Plan. These experiences, the guidance of MTC's experienced consultants, and critical documents that included MTC's Handbook of Educational and Institutional Effectiveness and the ISER, were all instrumental in helping MTC's CIER to prepare this report.

In addition, MTC faculty and staff provided tremendous help in preparing supporting documents, such as the MTC Math Program Review and other reports. MTC's President and Chief Academic Officer wrote sections of the Quality Focus Essay and reviewed the Follow-up report in its entirety. The Follow-up report was reviewed by the Board's Academic Affairs Committee on August 17th, 2021 and September 21, 2021.

Response to the Commission Action Letter

Introduction

Mount Tamalpais College's capacity to implement a comprehensive cycle of assessment, for both academic and co-curricular/learning supports, has increased tremendously since the ACCJC Peer Review Team's 2019 site visit. The structures it has created are strongly aligned with institutional goals and feed into a comprehensive program review process that will drive institutional strategic planning and continuous program improvement. The sections below describe how the infrastructure to support MTC's cyclical process of assessment and continuous program improvement was developed and is currently being implemented.

Standard I. Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

B. Assuring Academic Quality and Institutional Effectiveness

I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

MTC's strides in developing and implementing a five-year cycle of student learning outcomes assessment for instructional programs, learning support services, and co-curricular activities were facilitated by expert consultants and made in partnership between college staff and faculty

with feedback from the board and alumni. As detailed below, implementation of some aspects of MTC's assessment cycle were delayed due to San Quentin State Prison's closure to in-person classes because of the COVID-19 pandemic.

MTC's Program Learning Outcomes

MTC's Associate of Arts (AA) degree in General Studies operated as an extension site of Patten University (formerly Patten College) for 20 years. The program learning outcomes for MTC's sole degree program in General Studies were therefore originally determined by Patten University. As a part of a college improvement plan culminating in the ISER, MTC reviewed and revised the General Studies program learning outcomes, using feedback from recent course instructors about Patten's original outcomes.

After submission of the ISER to ACCJC in 2019 and based on additional feedback from faculty, however, MTC chose to develop new program learning outcomes (Note: program learning outcomes are institutional learning outcomes for MTC). During Spring 2020-Spring 2021, MTC's Faculty Committee, composed of four long-time faculty members with deep experience teaching in at least one area of the curriculum (College Prep, STEM, English/Writing, and Humanities), developed six new Program Learning Outcomes (PLOs) and criteria specifically for MTC. With guidance from expert consultants and support from MTC's CAO (and later its CIER), the Faculty Committee reviewed program learning outcomes and criteria from other colleges and met biweekly to develop MTC's PLOs and criteria (I.B-1. [MTC Program Learning Outcomes and Criteria](#)).

MTC's six PLOs are:

- **Oral Communication Competency**: Students will be able to deliver clear and effective oral communication in a broad array of social, professional, academic, and civic contexts.
- **Written Communication Competency**: Students will be able to communicate clearly and effectively in written form in a broad array of contexts.
- **Quantitative Reasoning and Scientific Inquiry**: Students will employ quantitative reasoning to identify, execute, and interpret problems; students will engage in scientific inquiry; students will recognize the role of societal context in shaping the process of scientific inquiry.
- **Information and Research Literacy**: Students will be able to locate, evaluate, use, and synthesize a broad range of source materials, and cite as appropriate.
- **Critical Thinking**: Students will be able to use logical, independent, and creative thinking to identify and communicate meaningful implications of an argument or analysis. (Note: Includes Ethical Reasoning)

- **Civic and Community Engagement**: Students understand how their lived experience fits into larger community and civic contexts, how those contexts have been shaped, and how individuals may effect change. (Note: Includes Engagement in Diverse Perspectives)

Faculty and staff PLO subcommittees (described below) vetted the PLOs and criteria. The new PLOs were included in the 2021-22 Mount Tamalpais College Catalog given to all new students during the Fall 2021 New Student Orientation (I.B-2. 2021-2022 Mount Tamalpais General Catalog, pg. 6). The PLOs were shared with Fall 2021 faculty during their first trainings. Slides from the August 25, 2021 math faculty training are included as an example (I.B-3. Math Faculty Training Fall 2021).

PLO Assessment Rubrics and Signature Assignments
As the Faculty Committee completed each PLO, a subcommittee was formed to develop assessment rubrics that defined standards for the PLO criteria and signature assignments to embed within MTC courses for assessment. Each PLO subcommittee (six subcommittees in total) had at least one member of the Faculty Committee, as well as additional faculty members who teach courses relevant to the PLO. The first step in the subcommittee process was to review and revise, if necessary, the PLO and criteria developed by the Faculty Committee. The Faculty Committee member of the subcommittee approved any changes.

The six assessment rubrics with standards to assess all PLO criteria are included in the appendix (I.B-4. Oral Communication Competency Rubric, I.B-5. Written Communication Competency Rubric, I.B-6. Quantitative Reasoning and Scientific Inquiry Rubric, I.B-7. Information and Research Literacy Rubric, I.B-8. Critical Thinking Rubric, I.B-9. Civic and Community Engagement Rubric).

Next, each subcommittee developed signature assignments for each PLO that are aligned with specific PLO criteria. The signature assignments are designed to be administered as a part of the curriculum within the courses identified in MTC's Curriculum Map to be suitable for assessment of the PLO (I.B-10. MTC Curriculum Map). The curriculum map and courses chosen for PLO assessment are described later in this report.
MTC's Signature Assignments:
- **Oral Communication Competency**: The Oral Communication Competency subcommittee modified a long-time Communications 246 (public speaking) course assignment. Students are given instructions to prepare and deliver a speech and are provided with the Oral Communication Competency Rubric so they have the standards upon which they will be assessed and will have a clear understanding of what is expected of them (I.B-11. Oral Communication Signature Assignment).

- **Written Communication Competency**: The Written Communication Competency subcommittee developed an essay assignment that may be adapted to be the final paper for English 101A, 101B, and 204, as well as History 101 and 102 and SSC 202 (Comparative Religion) (I.B-12. [Written Communication Signature Assignment](#)).
- **Quantitative Reasoning and Scientific Inquiry**: The Quantitative Reasoning and Scientific Inquiry subcommittee developed sample exam questions aligned with each PLO criterion. Math and science instructors may customize the exam questions for their courses as long as the questions assess the required concepts (I.B-13. [Quantitative Reasoning and Scientific Inquiry Signature Assignment](#)).
- **Information and Research Literacy**: The Information and Research Literacy subcommittee developed three assignments that support writing a final research paper (research proposal, annotated bibliography, and either a methods section of a paper or a short methods essay). The signature assignments are to be implemented in Sociology 204 and History 101 and 102. Instructors may tailor the topic and specific assignment to their class, but the assessment requires the components provided (I.B-14. [Information and Research Literacy Signature Assignment](#)).
- **Critical Thinking:** The Critical Thinking subcommittee developed a detailed writing prompt designed to elicit critical thinking that could be adapted for Philosophy, Ethics, English, Sociology, and Psychology (I.B-15. [Critical Thinking Signature Assignment](#)).
- **Civic and Community Engagement**: The Civic and Community Engagement subcommittee developed a final project in which students present a specific civil or ethical issue (aka "social problem") faced by an individual, group, or institution, and recommend a solution or course of action to address that issue (I.B-16. [Civic and Community Engagement Signature Assignment](#)).

Alignment of Course Learning Outcomes to PLO Criteria

Course learning outcomes (CLOs) are defined for every credit and non-credit course and listed in the General Catalog (I.B-2. [2021-2022 Mount Tamalpais General Catalog](#), pp.24-60). As a part of the course qualification process, instructors must include course learning outcomes on their syllabi and must also map course learning outcomes to scheduled class content to assure course alignment to the CLOs. To further ensure course alignment and quality each term, the Academic Program Director and Writing and STEM Program Coordinators engage in a course review process prior to the beginning of the semester to ensure that course activities, assignments, and learning assessments are aligned to the intended course learning outcomes. At the end of the semester, students rate how well they have learned the CLOs on course evaluation surveys. The most recent course evaluation survey is provided as an example (I.B-17. [MTC Correspondence Course Evaluation, SU21](#)).

After completing the assessment rubric and signature assignment, each PLO subcommittee mapped their PLO criteria to the CLOs of all courses at MTC (I.B-18. [Oral Communication Competency CLO-PLO Alignment Mapping](), I.B-19. [Written Communication Competency CLO-PLO Alignment Mapping](), I.B-20. [Quantitative Reasoning & Scientific Inquiry CLO-PLO Alignment Mapping](), I.B-21. [Information and Research Literacy CLO-PLO Alignment Mapping](), I.B-22. [Critical Thinking CLO-PLO Alignment Mapping](), I.B-23. [Civic and Community Engagement CLO-PLO Alignment Mapping]()). In addition to mapping the PLO criteria to the CLOs as written, subcommittee members considered whether there should be greater alignment between a given course and the PLO and proposed revisions to the CLOs when appropriate. The proposed revisions are documented in the CLO-PLO Alignment Mappings and compiled by MTC's CIER for Faculty Committee review and consideration. Any CLO changes will be included in the 2022-23 General Catalog.

CLO-PLO alignment will be further considered during PLO assessments. If student learning is not occuring at expected levels, the PLO assessment committee will examine whether a misalignment may be the problem and make recommendations for CLO revision to the Faculty Committee. An example of this process may be found in MTC's 2021 Written Communication Competency Assessment Report (I.B-24. [MTC Written Communication Competency Program Learning Outcome Assessment Report, September 2021]()).

Personal Enrichment Outcomes
In addition to the six PLOs, MTC's faculty and staff developed four Personal Enrichment Outcomes (PEOs) with feedback from a July 2021 MTC alumni focus group (I.B-25. [MTC Personal Enrichment Outcomes and Criteria, August 2021 draft](), I.B-26. [MTC's Handbook for Educational and Institutional Effectiveness](), pp. 16-17). The PEOs represent the outcomes MTC anticipates for students as a result of participating in co-curricular activities (e.g., MTC Academic Conference, Ethics Bowl) and student support services (e.g., advising, Learning Specialist support), as well as academic coursework (e.g., MTC's required Introduction to College course). Now that MTC staff are back in San Quentin, we are gathering feedback from current students to finalize the PEOs.
MTC's four PEOs are:
  1. **Self-Advocacy:** Students will develop and be able to demonstrate self-advocacy skills (including speaking up for themselves, knowing how to obtain information about areas of interest to them, finding out who will support them in their journey, knowing their rights and responsibilities, problem solving, listening and learning, and reaching out to others when they need help) as a result of participating in MTC.
  2. **Positive Self-Concept:** Students will develop and demonstrate positive self-concept and confidence (including self-compassion, knowledge of personal strengths and areas for

growth, belief that they are capable of growth, and belief that they are deserving of good opportunities) as a result of participating in MTC.

3. **Leadership:** Students will develop and be able to demonstrate their leadership skills (including identifying their own leadership styles, gaining the skills needed to plan and organize meetings or events, being able to facilitate a discussion, and following through on individual and shared tasks) as a result of participating in MTC.

4. **Positive Long-Term Outcomes:** Students will experience positive life impacts (including improved job placement and satisfaction/workplace success, a social network/social safety net, continued education/lifelong learning, and healthy relationships) as a result of participating in MTC.

Co-curricular Activities and Learning Supports Assessment

MTC's co-curricular activities (e.g., MTC's academic conference, annual Ethics Bowl debate coaching and tournament, and other non-credit workshops and activities) were interrupted by San Quentin's closure to in-person classes in Spring 2020 due to the Covid-19 pandemic, but they are resuming in Fall 2021. Each co-curricular activity has intended outcomes that are aligned with MTC's PEOs and PLOs. The curriculum map shows alignment of the co-curricular activities with the PEOs and PLOs (I.B-10. [MTC Curriculum Map](#)). Assessment activities are detailed in the PLO/PEO Assessment Schedule as well as MTC's Handbook of Educational and Institutional Effectiveness (I.B-27. [MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26](#), I.B-26. [MTC's Handbook for Educational and Institutional Effectiveness](#), pp. 21-23) and include:

- Self-assessment: Students will complete a self-assessment of their current levels of positive self-concept, self-advocacy, and leadership and set goals for themselves to include in a Student Portfolio during MTC's required Introduction to College Course. Their self-assessment and goals will be included in their Student Portfolio that can be reviewed and referenced during advising conferences. Students will complete a "post" self-assessment upon graduation or program exit.
- Student attendance records review: Student participation in co-curricular activities/workshops/programs will be tracked.
- Workshop, activity, and program retrospective post-pre surveys (includes skill and learning assessment, satisfaction)
- Direct reviews of student work products, writing, presentations, or leadership where relevant.
- Alumni survey: MTC's biannual Alumni Survey will ask college alumni about each PEO area.

Similarly to regular courses, student support services were interrupted by San Quentin's closure but are resuming in Fall 2021. MTC's student support services include: library and information

resources, study hall, tutoring, peer support/mentoring, student TAs, individual advising and conferences, and student support initiatives such as mentorship and recruitment initiatives. In addition, a learning specialist will be hired in Spring 2022.

Assessment of Student Support Services is detailed in MTC's Handbook for Educational and Institutional Effectiveness (I.B-26. [MTC's Handbook for Educational and Institutional Effectiveness](), pp 24-26) and centers on two main areas of inquiry: 1. How effective are the student support services? 2. How can support services be improved?

As student support services begin in Fall 2021, MTC will resume collecting data to assess the goals set to ensure the effectiveness of student support services:

1. Students are aware of student support services and are able to access them without barriers. Data to assess this area will be collected from:
   - Student Support Services Request Forms
   - Attendance and participation logs
   - Student responses on each semester's student course evaluations
   - Annual Student Survey (first administered in 2019)

2. Resources reflect the needs of MTC students. Data to assess this area will be collected from:
   - Student intake forms / educational bios collected from new students each semester that identify their needs.
   - Tutor evaluation survey (completed by students each semester)
   - Annual Student Survey (first administered in 2019)
   - Questions on each semester's student course evaluations
   - Daily debriefs collected by MTC in San Quentin and entered into Asana are used to identify needs. These will be compiled each semester to look for trends and potential unmet needs.

3. Access to and use of student services increases student performance, engagement in the community, and students' attitude about their own abilities. Data to assess this area will be collected from:
Student Performance
   - Tutor logs will be used to identify which courses students seek help for along with tutor assessments of student improvement. For courses with high numbers of tutoring requests, we will request instructor assessment of student improvement and examine course grades/pass rates
   - Annual Student Survey (first administered in 2019)
   - Tutor evaluation survey (completed by students each semester)

- Tutor surveys (completed by tutors)
- Workshop evaluation forms

Student Attitudes/Perceptions of Abilities
- TA application cover letters (why I want to be a TA)
- Math bios (students complete these each semester they are in math at beginning of the term)
- Writing reflections (required in College Prep and in some credit courses)
- Dr. Lerman's longitudinal research, which assesses student attitudes and perceptions of abilities

Student Engagement
- Participation in student events
- Number of students who are TAs / mentors
- Number of students who contribute to the program (recruitment, help shape content or implementation, student support volunteers)
- Number of students proposing workshops / facilitating workshops

College Preparatory Program

The majority of MTC students are not ready for college-level courses when they enter the program. Upon entry, all new students take placement assessments in math and writing to evaluate their readiness for credit coursework, as well as to place them early or late in MTC's College Preparatory ("College Prep") noncredit sequence, depending on their skill levels. Nearly all admitted students (99%) place into College Prep non-credit math courses and 92% place into College Prep non-credit English courses.

All established College Prep outcomes fall into the following PLO/PEO categories as either precursor skills or PLO/PEO criteria:

Written Communication Competency (PLO)
- Plan and draft essays with coherent sentences in a register and genre appropriate for the audience using standard conventions
- Develop argument structure with an analysis that includes a well-reasoned thesis supported with relevant evidence and examples
- Determine essay structure based on purpose, material, and audience
- Demonstrate ability to switch between language registers based on situation
- Employ reading strategies, comprehension, and critical reading skills for college success

Quantitative Reasoning (PLO)
- Exhibit fluency in number systems, the foundations of Algebra, decimals, fractions, order of operations, introduction to exponents and roots, and applications
- Carry out basic mathematical operations
- Solve problems using quantitative reasoning

Critical Thinking (PLO)
- Critique the reasoning of others

Self-Advocacy (PEO)
- Set and monitor goals
- Advocate for oneself

Leadership (PEO)
- Participate effectively in collaborative and team-based learning

Other academic skills related to Academic Success and Lifelong Learning:
- Employ effective study skills, including organization, time management, note-taking techniques, problem solving, test taking, etc.
- Engage in reflection and self-assessment
- Practice metacognition
- Distinguishing one's learning style from that of peers
- Respond to feedback effectively
- Engage in learning as a process rather than a single event

College Prep CLOs were mapped to MTC's Written Communication Competency and Quantitative Reasoning & Scientific Inquiry PLOs during those subcommittees' CLO-PLO alignment work and College Prep is included in MTC's Curriculum Map (I.B-10. MTC Curriculum Map). The final "capstone" writing and math courses of College Prep are a part of MTC's 5-year PLO assessment cycle (I.B-27. MTC Program Learning Outcomes/Personal Enrichment Outcomes Assessment Schedule: 2021-22 through 2025-26).

In September 2021, MTC's STEM Program and Writing Program Coordinators began partnering with the faculty leads for the Written Communication Competency and Quantitative Reasoning & Scientific Inquiry subcommittees to begin aligning the established College Prep placement rubrics and the new Written Communication and Quantitative Reasoning & Scientific Inquiry rubrics by scoring Fall 2021 placement exams using both rubrics. Their goals are threefold: 1. Align the rubrics; 2. Assess students' competency in writing and math at the start of their MTC education using the same tool used for assessment after their capstone course to measure their

growth over time; and 3. Use the new rubrics to assess students' baseline competencies in writing and math to drive discussion of optimal scaffolding of Written Communication and Quantitative Reasoning beginning in College Prep.

MTC's Curriculum Map and Assessment Cycle

MTC's assessment cycle is described in its Handbook for Educational and Institutional Effectiveness (I.B-26. MTC's Handbook for Educational and Institutional Effectiveness, pp. 15-20). MTC's PLOs and PEOs are mapped to courses, co-curricular activities, and student support services in the MTC Curriculum Map (I.B-10. MTC Curriculum Map).

In the curriculum map, courses are identified by the expected level of attainment for each PLO, as determined by each PLO subcommittee faculty lead in partnership with the CIER and Chief Academic Officer: I=Introduced, P=Practiced, or D=Developed. Courses for formative and summative PLO assessment were selected from the curriculum map and are identified on both the map and the PLO/PEO assessment schedule (I.B-10. MTC Curriculum Map, I.B-27.MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26). PEO's are also mapped to courses (primarily College Prep and the new Introduction to College Course) and co-curricular activities in the curriculum map and their timeline for assessment included on both the map and the PLO/PEO assessment schedule (I.B-10. MTC Curriculum Map, I.B-27.MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26).

All PLOs and PEOs are assessed on a five-year cycle that culminates in Program Review in the sixth year. PLOs are assessed by committees of faculty and staff using embedded course assignments tagged to each PLO's criteria. PEO assessment is described in an earlier section of this report and in MTC's PLO/PEO Assessment Schedule and Handbook of Educational and Institutional Effectiveness (I.B-27. MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26, I.B-26. MTC's Handbook for Educational and Institutional Effectiveness, pp. 21-23). MTC's Chief of Institutional Effectiveness and Research is accountable for supporting the cycle of assessment, and for communicating results throughout the college community.

Completed PLO Assessments

As shown in our curriculum map and PLO/PEO assessment schedule (I.B-10. MTC Curriculum Map, I.B-27. MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26), MTC has assessed two PLOs to date:
- Oral Communication Competency was assessed in January 2020 (I.B-28. Oral Communication Competency Assessment Report). Recommendations from that assessment could not be implemented immediately because San Quentin closed to in-person instruction in Spring 2020 due to the Covid-19 pandemic. In Summer 2021, Communications 146 course instructors revisited the report recommendations and integrated changes into the Fall 2021 syllabus (e.g., adding additional ethical speech and

discourse analysis materials, adding resources so students may watch and read speeches from more women and people of color, and incorporating peer review scores into students' grades). The changes are being implemented in the Fall 2021 Communications 246 course and MTC will conduct a follow-up assessment with the final course presentation (which is the signature assignment). Data from the assessment will be analyzed and reviewed in Spring 2022.

- Written Communication Competency was assessed in July/August 2021 (I.B-29. [Written Communication Assessment Plan](#), I.B-30. [Calibration Meeting Agenda (July 12&13, 2021)](#). Data were reviewed and recommendations for student learning as well as for the assessment were generated in August 2021 (I.B-31. [MTC Written Communication Assessment Findings](#)). The final report is currently undergoing review by the Written Communication Competency team members (I.B-24. [Written Communication Competency Program Learning Outcome Assessment Report](#)). MTC's Writing Program Coordinator has already begun implementing some changes identified in the action plan at the end of the report; the findings and report will be shared with writing faculty in meetings and trainings throughout Fall 2021 for additional feedback.

Analysis and Evaluation

MTC meets Standard I.B.2. With the support of experienced practitioners in the field, MTC has defined program learning and personal enrichment outcomes for students that result from participating in MTC's academic, co-curricular, and student support programs. MTC faculty and staff have built its assessment infrastructure—including developing PLOs that better reflect the institution, defining criteria and ensuring their alignment within the courses and curriculum, designing valid and reliable assignments to provide consistent measures of assessment of student learning relative to those goals, and mapping courses in which to embed signature assignments for assessment—and have begun implementing a five-year cycle of program learning outcomes/personal enrichment outcomes assessment that culminates in Program Review.

MTC's Educational Effectiveness Handbook is a living document that will continue to codify and systematize MTC's assessment practices.

| I.B.3 | The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11) |

Evidence of Meeting the Standard

Achievement Standards

MTC has established institution-set standards for student achievement measures, including graduation rates and rates of successful course completion. MTC's website reports: 1. aggregated graduation and course completion rates for three years along with the college's set standard and stretch goals; and 2. disaggregated data by age and race/ethnicity (I.B-32. Student Achievement Data on MTC website). Student achievement data are linked on the same page as the College Catalog; both are easily accessed from the college's home page by clicking "Academics" and then "AA Degree." In addition, a hard copy of the student achievement data is posted on a wall of San Quentin's Education Building where students commonly gather.

Student achievement standards were set by MTC's President, in consultation with the Chief Academic Officer, the Board's Accreditation Working Group, and the program's external consultant in learning outcomes assessment and program quality, Dr. Melanie Booth. In setting its student achievement rates, MTC considered its historical rates of achievement over the prior three years in successful course completion, as well as its number of graduates each year in the recent history of the college.

Factors that Impact MTC Student Achievement

Given that MTC is the only college solely situated inside a prison, it is difficult to draw conclusions from comparisons of its achievement data with other institutions. The most frequently used metrics of success in higher education are retention/persistence and graduation. However, a wide variety of factors unique to the prison environment affect students' persistence and graduation. For example, the Fall to Fall enrollment that is used to calculate first-year retention in traditional college settings does not make sense in MTC's context. MTC students enroll as soon as they are able to move off the waitlist regardless of the semester; they are rarely able to take full-time course loads; and they frequently have gaps in enrollment due to reasons listed below. Graduation rates for two year colleges are typically reported in two, three, and four years; however, the average time to graduation for MTC students who state that they *intend* to complete is five years. Some of the factors that are unique to the prison environment and affect students' retention/persistence and graduation include:

- Scheduling conflicts that prevent students from taking course loads sufficient for degree completion before their parole, including mandatory jobs inside the prison and court-mandated rehabilitative programs
- Space constraints, which often prevent MTC from offering multiple sections of high demand courses at different times
- Interruptions to students' course of study caused by involuntary transfer to another correctional institution, lockdowns, or placement in administrative segregation for disciplinary or protective reasons
- Disincentives to graduate from MTC, as a result of rules created by San Quentin or the state-level California Department of Corrections and Rehabilitation (for example, past policies that put students in danger of transfer out of San Quentin after graduation, giving those who wished to remain at San Quentin a strong reason to slow their progress through the degree)
- Court proceedings, parole board preparation, and other engagement with the judiciary system that result in gaps in enrollment, or that lead to early parole and release before graduation
- The stressors of prison, separation from family, and various ramifications of trauma that impact mental, emotional and/or physical health and lengthen a student's course of study

Student Information System (SIS)

To facilitate a systematic process of analyzing student achievement data and course data to use for goal setting and continuous improvement, MTC is implementing a new Student Information System (SIS), SONIS, and hired a Registrar (January 2021) and Chief of Institutional Effectiveness and Research (April 2021). MTC's Registrar has created a curriculum and degree requirement structure within SONIS to enable the generation of reports for student advising and to forecast and optimize course offerings to maximize student progress and graduation. He is currently working with the support of a full-time consultant hired by MTC to clean and validate 20 years of student data transferred from Patten. It was determined during this process that not all data had been transferred from the new custodian of Patten's records, so an urgent part of their process has been ensuring that the data are complete and transferring additional data as necessary. The SIS, as well as the intense focus on cleaning and validating student data, will allow MTC to disaggregate student enrollment and achievement data with confidence.

We anticipate that this process will be completed in late Spring 2022 and at that time the implementation of scheduled reports to examine student achievement data will begin to both drive our improvement efforts as well as assess how well they are working. These regular reports will provide alerts to staff, faculty and students early enough for potential course correction

(e.g., more easily monitor student attendance, send out quarter and midterm grades, etc.) and determine common stumbling blocks for students (e.g., whether some courses frequently present an obstacle for students who would like to complete their degree, or if there is a particular point in students' journeys at which they are more likely to drop out).

In addition, ability to better assess the factors (e.g., course load, utilization of support services, co-curricular involvement, degree of institutional interference, prior educational experiences, etc.) that impact program retention/persistence, time to completion, and completion rates for students who intend to earn their AA degree will assist our continuous improvement efforts and also help us redefine traditional success metrics for this population.

MTC's Improvement Goals and Mitigation Plans for Students Not Meeting Standards
MTC has a high institutional standard (80%) for rate of successful course completion by its students. MTC's mitigation plan for students who do not meet this standard includes learning more about which courses students are not passing and why, providing increased faculty support and professional development, and providing additional support for student success. For example, as shown in MTC's student achievement data (I.B-32. [Student Achievement Data on MTC website](#)), the 18-24 age group and the "other race/ethnicity" group perform below the standard. MTC's mitigation plan for students who did not meet this standard includes:

1. Learning more about which courses students are not passing and why:
   a. Math Program Review: Math faculty conducted an internal review of MTC's math program and examined data from student "math bios," which students complete at the beginning of each math course to identify their concerns and goals, as well as course pass rates. Based on the review findings, an action plan was developed containing a number of recommendations to support the sizable group of students requiring multiple attempts to pass math courses. MTC's Math Program Coordinator is currently working with the CIER and faculty to implement this plan (I.B-33. [MTC Math Program Review with Action Plan, Summer 2021](#)). The implementation of the action plan includes:
      i. addressing the concerns students identified (e.g., lack of trust, and willingness to be vulnerable enough in front of peers to show they do not know answers; procrastination; lack of study space in prison; difficulty understanding word problems, math anxiety and fear of forgetting formulas) within the math program and in Introduction to College;
      ii. providing professional development to faculty on trauma-informed teaching;
      iii. conducting additional analyses to learn more about why students do not pass (e.g., examining individual grade components to see whether there is an identifiable factor that may be affecting students' ability to pass the

class, such as students performing well on the quizzes and then poorly on the exams, or how many students are receiving accommodations or learning support, etc.); and,

    iv. modifying the study hall and tutoring evaluations to: assess whether all students who need tutoring and study hall space are receiving them; monitor the issues for which students are requesting tutoring assistance; and examine whether tutoring is helping students to succeed in the classes in which they are struggling.

    b. Student Information System (SIS): When MTC's SIS is ready, the college is eager to use it to learn more about which courses present a stumbling block for students and which students are struggling. As a note, a young (under age 30) student recently approached MTC's CIER to discuss the student achievement data posted in the Education Building. The CIER and student are partnering to examine additional data about students younger than age 30 (e.g., how many people under age 30 are at San Quentin versus enroll at MTC, how many are transferred out for disciplinary reasons, how many fail courses, etc.) The purpose of this partnership is to learn more about the younger population in order to propose more targeted services to support this population.

2. Providing additional supports for student success:

    a. Introduction to College Course: As described in MTC's Quality Focus Essay (I.B-34. [MTC Quality Focus Essay](#)), an additional MTC academic policy requires that all new students complete the new Introduction to College Course. This course prepares students for college by deepening their skills in reading, writing, public speaking, critical thinking, research, and self advocacy while also helping them develop a student identity, gain trust in the learning process, and become familiar with the resources for student success that MTC provides. The Quality Focus Essay also details MTC's plans to assess the outcomes of the Introduction to College course.

    b. Continuum of Care: As described in the Quality Focus Essay (I.B-34. [MTC Quality Focus Essay](#)), MTC is implementing a Continuum of Care for students. We anticipate that this model will lead to increased student retention and graduation by improving the conditions that *support* learning—individualized wraparound support for unaddressed needs that may otherwise hinder learning; intensive one-on-one advising; access to learning supports; practice learning to advocate for one's needs as a student; and support for students in goal-setting for future planning. We also anticipate that the intensive support will result in a greater percentage of students passing their early courses with fewer attempts and increase retention for students who are frustrated by not progressing more

quickly. The Quality Focus Essay includes MTC's outcomes assessment plan for the Continuum of Care model.

In keeping with its mission of offering an excellent education to students, MTC has the goal of increasing the size of its graduating student class (I.B-35. MTC Strategic Plan 2021-2023, p.7) despite the numerous predictable obstacles detailed above. To facilitate this goal, MTC is:

1. Implementing the Continuum of Care for students described in MTC's Quality Focus Essay and above (I.B-34. MTC Quality Focus Essay);
2. Using its new SIS to run reports for student advising and forecast to offer the courses students need most to progress and graduate; and,
3. Using its SIS (beginning in Spring 2022) to run regular reports to provide alerts to staff, faculty and students early enough for potential course correction (e.g., more easily monitor student attendance, send out quarter and midterm grades, etc.) and determine common stumbling blocks for students (e.g., whether some courses present an obstacle for students who would like to complete their degree, or if there is a particular point in students' journeys in which they are more likely to drop out). MTC staff (academic and learning support staff, Chief Academic Officer, CIER) will work with the Faculty Committee to determine how to act upon findings from this process.

Additional Success Metrics: Student Transfer Rates and Job Placement/Satisfaction
MTC's new Alumni Researcher is working to build our alumni network for our Continuum of Care Model and our database for our Alumni Survey. As described in MTC's Quality Focus Essay (I.B-34. MTC Quality Focus Essay), intended outcomes of the Continuum of Care include:

- MTC will become a trusted college transfer counseling provider, offering comprehensive intake and tracking and targeted learning support services.
- MTC will develop a robust referral network to reentry support organizations that connect students to essential human services (e.g., housing, legal services, social support, education and employment), and increase their prospects of attaining sustainable employment, and personal and economic well-being.

As a part of this work, we will administer an Alumni Survey to measure alumni outcomes such as transfer to other academic institutions, job placement and satisfaction, social safety nets, and healthy relationships. This is detailed in MTC's PLO/PEO Assessment Schedule and Handbook of Educational and Institutional Effectiveness (I.B-27. MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26, I.B-26. MTC's Handbook for Educational and Institutional Effectiveness, pp. 21-22).

Analysis and Evaluation
MTC meets Standard I.B.3. It has established institution-set standards and stretch goals in course completion and annual graduates consistent with its mission. It disaggregates data by

student age and race/ethnicity and develops mitigation plans to increase achievement for students who do not meet its set standards. It collects and reports its results in student achievement, and publishes these on the college website and shares with students by posting them in a highly trafficked area in San Quentin's Education Building. MTC is continuing to grow in this area by implementing its new SIS and with its hires of a Registrar, CIER, and Alumni Researcher. When data are cleaned and validated and MTC is able to more easily run reports, we will be able to disaggregate student enrollment and achievement data with confidence as well as implement a schedule of reports to examine student data to drive our improvement efforts as well as assess how well they are working. This effort is well underway.

In reaching its stretch goals, MTC is mindful of contextual factors that might influence both its success and failure. MTC aspires to expand the measures of student achievement it tracks and to continually devise strategies to address some of the highly unique challenges that its students encounter in the course of their studies, such as the Introduction to College course and the Continuum of Care model, to better support student achievement.

I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard
MTC's Chief of Institutional Effectiveness and Research is accountable for supporting the cycle of assessment of student learning and student achievement, which has broad participation from faculty and staff.

As shown on both MTC's Curriculum Map and PLO/PEO assessment schedule (I.B-10. MTC Curriculum Map, I.B-27. MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26), MTC assesses all six program learning outcomes and four personal enrichment outcomes on a five-year cycle. Once the SIS is ready (anticipated late Spring 2022), MTC's CIER and Registrar will regularly pull student achievement data (e.g., course pass rates, grades, course loads, participation in co-curricular activities and student supports) to include in PLO and PEO assessment. Student achievement data will be examined during each assessment, as well as afterward to assess the outcomes of implemented changes.

Assessment is undertaken by committees of faculty and staff, with review and input on recommendations from the broader faculty community and board, as well as students and alumni when possible. Each assessment results in a report with an action plan as well as a checklist for sharing the report with the Academic Affairs Committee of MTC's Board, the

Faculty Committee, and the broader faculty community (in meetings and trainings) for interpretive feedback and recommendations.

MTC also frequently collects and uses data to improve student learning and achievement on a smaller scale, such as student course evaluations and faculty feedback surveys. Recent examples of how MTC uses assessment data to support student learning and achievement are provided below.

Examples: How MTC Uses Assessment Data to Support Student Learning and Achievement
- Oral Communication Competency was assessed in January 2020 (I.B-28. Oral Communication Competency Assessment Report) by Communications 146 (the capstone oral communications course) faculty and MTC staff. Recommendations from that assessment could not be implemented at that time because San Quentin closed to in-person instruction in Spring 2020 due to the Covid-19 pandemic. In Summer 2021, Communications 146 course instructors revisited the report recommendations and integrated changes into the Fall 2021 syllabus.
  Their changes to support student learning include:
    - integrating additional materials about ethical speech and discourse analysis into the curriculum;
    - adding resources so students may watch and read speeches from more women and people of color;
    - integrating peer review scores into students' grades to help students learn the oral communication competency criteria and develop feedback-giving skills;
    - building in additional impromptu speaking exercises; and
    - revising how speech structure is taught.

  The changes to the curriculum are being implemented in the Fall 2021 Communications 246 course. MTC will conduct a follow-up assessment with the final course presentation (which is the signature assignment) to measure the effectiveness of the changes. Data from the assessment will be analyzed and reviewed in Spring 2022.

- Written Communication Competency was assessed in July/August 2021 (I.B-29. Written Communication Assessment Plan, I.B-30. Calibration Meeting Agenda (July 12&13, 2021). Data were reviewed and recommendations for student learning as well as for the assessment were generated in August 2021 (I.B-31. MTC Written Communication Assessment Findings). The final report is currently undergoing review by the Written Communication Competency team members (I.B-24. Written Communication Competency Program Learning Outcome Assessment Report), which include three MTC writing faculty and MTC's Academic Program Director.

MTC's Writing Program Coordinator has already begun implementing some changes identified in the action plan at the end of the report. Planned actions to improve student learning and achievement include:

- Sharing the findings and report with writing faculty in meetings and trainings throughout Fall 2021 for additional feedback and recommendations;
- Surveying students about their writing concerns, ensuring that feedback is collected from students ages 50-59 and under age 30 (and that data can be disaggregated by age);
- Adding end of semester reflection assignments to English 101A, 101B, 204 to boost students' confidence as writers;
- Examining and potentially revising English 204 course learning outcomes to ensure it is taught consistently and explicitly as a writing course rather than solely as a research course.
- Examining syllabi for English 101A, 101B, and 204 to assess which skills are being taught and whether there is appropriate scaffolding;
- Reworking the writing placement rubric to make clearer distinctions between what students are learning in 99A, 99B, and 101A;
- Sharing the Written Communication Competency rubric with instructors across the writing curriculum and discussing expectations for student writing at each level in faculty meetings and trainings throughout Fall 2021/Spring 2022;
- Incorporating teaching and discussion strategies into English 99 and 101A that: 1. Break down analysis into specific skills and tasks; 2.Give students practice with paraphrasing; 3.Develop close reading skills that encourage students to develop a layered understanding of how an effective piece of writing is built and that teach them how to directly engage with a writer's ideas; and 4. Help students practice their ideas and what they want to express in the context of other writers' ideas and support students in contending with differences of opinions.
- Adding assignments that scaffold the different aspects of writing a research paper to English 204, as well as pedagogy around personal essays that incorporate research; and
- Setting written communication competency performance standards for courses beyond English 204.

- Math Program Review: Math faculty conducted an internal review of MTC's math program and examined data from student "math bios," which students complete at the beginning of each math course to identify their concerns and goals, as well as course

pass rates. Based on the review findings, a number of recommendations were made to help the sizable group of students who need multiple attempts to pass math.

MTC's Math Program Coordinator is currently working with the CIER and faculty to implement the Math Program Action Plan (I.B-33. [MTC Math Program Review with Action Plan, Summer 2021](#)) to support student learning and achievement. These actions include:
- Addressing the concerns students identified (e.g., lack of trust and willingness to be vulnerable enough in front of peers to show they do not know answers, procrastination, creating a study space in prison, understanding word problems, math anxiety and fear of forgetting formulas) within the math program and in Introduction to College;
- Providing professional development to faculty on trauma-informed teaching;
- Conducting additional analyses to learn more about why students do not pass (e.g., individual grade components to see whether there is an identifiable factor that may be affecting students' ability to pass the class, such as students performing well on the quizzes and then poorly on the exams, how many students are receiving accommodations or learning support, etc.);
- Modifying the study hall and tutoring evaluations to: assess whether all students who need tutoring and study hall space are receiving them, monitor the issues for which students are requesting tutoring assistance, and examine whether tutoring is helping students to succeed in the classes in which they are struggling; and
- Developing technology in learning so that students can continue to progress in coursework during lockdowns (I.B-33. [MTC Math Program Review with Action Plan, Summer 2021](#), I.B-34. [MTC Quality Focus Essay](#))

- Annual Student Survey: MTC administered a student survey in 2019 with the intention that it would be an annual student survey. Unfortunately MTC only had four months on campus after the results came in when the pandemic suspended in-person instruction. Some of the ways that MTC addressed student survey feedback to support learning and achievement despite the shutdown include:
  - Developing plans for better communication with students about resources;
  - Securing an agreement with CDCR to bring technology into the prison, which will improve student access to reference and research materials;
  - Developing alumni services that will translate to more support services and job resources now that we have returned to San Quentin;
  - Planning for improvements to academic advising; and,

- Adding one-credit courses to MTC's catalog, which will make some academic workshops eligible for credit. Many of these courses were implemented via correspondence during the pandemic.

- Student Course Evaluations: MTC's Program Team administers student course evaluation surveys at the end of each semester. The CIER organizes the Program Team to divide up completed hard copy surveys (there is no ability for students to take surveys electronically yet) and enter them into a Google survey. The CIER then develops a Google slide presentation of findings and student recommendations (I.B-36. [SP21 Student Course Evaluations, n=177](#)). The program team reviews the presentation during 1-2 of their weekly meetings and decides on action items based on student feedback. One action item to support student learning that came from the Spring 2021 correspondence course evaluations was to develop a standardized instructor feedback form so that students would receive consistent feedback across correspondence courses during the Covid-19 lockdown. The CIER also develops course-specific Google slide presentations with data and student feedback for each instructor; an example from History 180: Landmark U.S. Court Cases is included for review (I.B-37. [History 180 Student Course Evaluations, SP21](#))

- Daily Debriefs: MTC's Program Team is in San Quentin six days/evenings each week to escort faculty into the prison and support courses and student learning support services (e.g., tutoring, study hall, etc.). Each staff person carries a notebook to document student questions and requests, as well as any struggles or successes among students. The lead staff person for each "shift" writes a debrief in Asana so it is shared with the entire team and staff on other teams as needed. The debrief includes action items tagged to specific staff so they may address students' needs. This direct observation and documentation of common struggles and successes among students plays a key role in designing processes to support student learning and achievement, and designating tasks through the debrief allows for efficient follow-through.

Analysis and Evaluation

MTC meets Standard I.B.4. MTC's institutional processes are organized around a continuous cycle of assessment, data analysis, and action. Staff and faculty use the results gleaned from these activities in an ongoing manner to continuously improve policies, processes, curriculum, and pedagogies with an eye to supporting student learning and student achievement.

	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
I.B.9	

Evidence of Meeting the Standard

MTC's Handbook of Educational and Institutional Effectiveness describes how its comprehensive five-year assessment cycle culminates in Program Review during year six, which then drives institutional strategic planning and resource allocation (I.B-26. MTC's Handbook for Educational and Institutional Effectiveness).

MTC's Program Review

MTC has developed rigorous program review guidelines using WSCUC as a primary resource, and will undertake its first Program Review during 2026-27. Given the important role of Program Review in planning and resource allocation, the guidelines will be subject to review and revision over time to ensure that they produce the best and most thorough program profile possible.

MTC's Program Review structure is meant to foster continuous program improvement that is aligned with institutional goals. The MTC Self-Study, using evidence and examples with reflections from faculty, staff, students, and alumni, is the principal component of the Program Review (I.B-38. MTC Program Review Handbook) and is followed by External Review.

1. The Self-Study is built on the following prompts:
    a. **Mission:** How is MTC responsive to the needs of the area and population it serves, what are its program learning outcomes, and how do these align to its mission and strategic plan?
    b. **Evidence of Program Quality**: How current is the program curriculum, and does it offer well sequenced (and reliably available in sequence) courses with sufficient breadth and depth of learning? What opportunities for collaborative learning, active learning, non-credit workshops, and other extracurricular activities does MTC offer? What curricular and other changes might be beneficial toward improving student learning and retention?
    c. **Student Learning and Success:** Are students achieving the desired learning outcomes at the expected level of learning? Are students retaining and graduating

in a timely fashion? Are students prepared for further study or for work? In what ways might MTC refine its processes to improve retention and graduation rates?

d. **Equity and Inclusion:** What is the profile of MTC students? What does student feedback about MTC reveal about the work that the college may need to do? How does MTC's curriculum reflect the needs, interests and concerns of the vast majority of its students - students of color, first generation students, and students with disabilities- and what changes, if any, does MTC need to make to curriculum and teaching practices to retain these students? Are there groups of students that MTC is failing to attract? If so, what changes does the college need to make to serve these students?

e. **Faculty:** How do faculty members' backgrounds, expertise, research, and other professional work contribute to the quality of the program? What have faculty/staff done to deepen knowledge of the needs of incarcerated students, students of color, first generation students, students with disabilities and other nontraditional students so that they are prepared to serve all students? What professional development needs do faculty and staff have and how does MTC address them?

f. **Program Viability and Sustainability:** What is the level of demand for the program? (What are the trends in enrollment numbers over the last 5 years?) What are the trends in course enrollments and how has MTC managed course enrollments? What is the degree to which resources are allocated appropriately and are they sufficient to maintain program quality? What strategies have been used to maximize efficiency in delivery of a quality program at MTC? Do faculty have the support they need to do their work, including professional development and mentoring opportunities, sufficient time for course development & research, support with teaching? How well are students using student support services? Are facilities suitable to support the goals of the program? In what ways is MTC preparing to adapt to ongoing changes, especially in the landscape of higher education?

g. **Reflections and Planning for Improvement:** Are MTC's curriculum practices, processes, and resources properly aligned with the goals of the program and the goals of the students? Is MTC's level of quality aligned with its acceptable level of program quality and its students' acceptable level of quality? Are program goals being achieved and at the expected level? What are the key areas for action and goals that arise out of this review? How will MTC specifically address any challenges identified in the self study? How will MTC build on existing strengths? What internal improvements are possible with existing resources (through reallocation)? What improvements can only be addressed through additional resources? What external resources might be available? Where can the formation of collaborations improve program quality?

2. External Review:
    a. MTC will select 2-4 reviewers (outside of MTC). The reviewers will consist of: 1. someone experienced with student learning outcomes assessment; and 2. faculty members from community colleges and small private liberal arts colleges.
    b. MTC will send the Self-Study report to each member of the team along with MTC's Program Review Handbook
    c. There will be a Team Visit followed by a Team Report.
3. Findings and Recommendations Report: MTC's Program Review Final Report will consist of the Self-Study, External Review findings and recommendations, an improvement plan, and follow-up plans for tracking progress.

Institutional Strategic Planning

Under the leadership of the President, MTC engages in strategic planning processes at regular intervals. Assessment data are a major driver of MTC's strategic planning, and MTC is looking forward to having the findings and recommendations from its 2026-27 Program Review for institutional planning. MTC's most recent strategic plan addresses both short and long term needs for its educational programs as well as the human, physical, technology, and financial resources needed to accomplish its mission (I.B-35. MTC Strategic Plan 2021-2023).

With the support of Esther Kim, a consultant in nonprofit development, the college set a series of concrete goals falling under six categories:

Goal 1: Strengthen academic excellence and student success at San Quentin through high-quality postsecondary education and supports (I.B-35. MTC Strategic Plan 2021-2023, pp 6-7). Key activities and intended outcomes related to this goal came from MTC's assessment findings, including:
- Securing agreements to bring laptops into San Quentin;
- Increasing the number of students who graduate from MTC;
- Developing and implementing systems for reviewing and improving curriculum on a regular basis;
- Establishing robust systems for recruiting, supporting, training and retaining diverse, high-quality instructors;
- Developing and implementing the Continuum of Care model for students and alumni;
- Developing broader IT programs, including computer literacy training, regular technology access, and digital library services; and
- Exploring the concept of "core faculty" and potentially paid faculty in the future.

Goal 2: Achieve and maintain accreditation ((I.B-35. [MTC Strategic Plan 2021-2023](#), pp. 10-11) Key activities and intended outcomes related to this goal pertain to developing and implementing its Handbook for Educational and Institutional Effectiveness (I.B-26. [MTC's Handbook for Educational and Institutional Effectiveness](#)).

Goal 3: Inform, influence and strengthen the field to expand access to high-quality postsecondary education and support for incarcerated students in other prisons (I.B-35. [MTC Strategic Plan 2021-2023](#), pp. 12-13).

Goal 4: Build evidence through data, evaluation, and research in order to improve program quality, advance knowledge and scholarship (I.B-35. [MTC Strategic Plan 2021-2023](#), pp. 14-15). Key activities to support this goal are derived from MTC assessment findings, including:
- Building capacity to track, use, and report on essential student data (implementation of a Student Information System
- Building systems and processes for institutional learning and effectiveness (including staff, board, faculty, and student engagement in processes); and
- Continuing longitudinal evaluation to assess impact of MTC programs on students over time.

Goal 5: Enhance and responsibly steward Mount Tamalpais College infrastructure and resources for sustainability (I.B-35. [MTC Strategic Plan 2021-2023](#), pp. 16-19).

- Increase capacity and effectiveness of fundraising and communications to ensure sufficient financial resources to support Mount Tamalpais College's mission, goals, and long-term sustainability
- Build a robust, diverse talent pipeline and positive organizational culture to ensure MTC's organizational structure and cultural norms are consistent with those of an independent academic institution, to strengthen institutional legitimacy, support the highest quality programs, maintain a positive staff climate, and support student success.
- Build organizational infrastructure to ensure it is in line with an independent academic institution, to support student success and smooth, effective, efficient operations
- Develop the Board of Directors to transition to a Board of Trustees

Goal 6: Promote the empowerment, visibility, and civic engagement of currently and formerly incarcerated people (I.B-35. [MTC Strategic Plan 2021-2023](#), p. 20).

MTC's 2021-2023 Strategic Plan was approved by the Board in June 2021. Two staff meetings in June and July 2021 have been devoted to discussion of the strategic plan. MTC's Executive Team's weekly meeting agenda is organized around strategic plan implementation, and MTC's Advancement (Development and Communications) and Program Team have incorporated relevant components of the strategic plan into their work plans.

Analysis and Evaluation

MTC meets Standard I.B.9. MTC engages in continuous, broad based, systematic evaluation and planning. Its institutional planning integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. MTC's strategic plan addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Appendix

List of Evidence

I.B-1. [MTC Program Learning Outcomes and Criteria](#)

I.B-2. [2021-2022 Mount Tamalpais General Catalog](#)

I.B-3. [Math Faculty Training Fall 2021](#)

I.B-4. [Oral Communication Competency Rubric](#)

I.B-5. [Written Communication Competency Rubric](#)

I.B-6. [Quantitative Reasoning and Scientific Inquiry Rubric](#)

I.B-7. [Information and Research Literacy Rubric](#)

I.B-8. [Critical Thinking Rubric](#)

I.B-9. [Civic and Community Engagement Rubric](#)

I.B-10. [MTC Curriculum Map](#)

I.B-11. [Oral Communication Signature Assignment](#)

I.B-12. [Written Communication Signature Assignment](#)

I.B-13. [Quantitative Reasoning and Scientific Inquiry Signature Assignment](#)

I.B-14. [Information and Research Literacy Signature Assignment](#)

I.B-15. [Critical Thinking Signature Assignment](#)

I.B-16. [Civic and Community Engagement Signature Assignment](#)

I.B-17. [MTC Correspondence Course Evaluation, SU21](#)

I.B-18. [Oral Communication Competency CLO-PLO Alignment Mapping](#)

I.B-19. [Written Communication Competency CLO-PLO Alignment Mapping](#)

I.B-20. [Quantitative Reasoning & Scientific Inquiry CLO-PLO Alignment Mapping](#)

I.B-21. [Information and Research Literacy CLO-PLO Alignment Mapping](#)

I.B-22. [Critical Thinking CLO-PLO Alignment Mapping](#)

I.B-23. [Civic and Community Engagement CLO-PLO Alignment Mapping](#)

I.B-24. [MTC Written Communication Competency Program Learning Outcome Assessment Report, September 2021](#)

I.B-25. [MTC Personal Enrichment Outcomes and Criteria, August 2021 draft](#)

I.B-26. [MTC's Handbook for Educational and Institutional Effectiveness](#)

I.B-27. [MTC PLO/PEO Assessment Schedule: 2021-22 through 2025-26](#)

I.B-28. [Oral Communication Competency Assessment Report](#)

I.B-29. [Written Communication Assessment Plan](#)

I.B-30. [Calibration Meeting Agenda (July 12&13, 2021)](#)

I.B-31. [MTC Written Communication Assessment Findings](#)

I.B-32. [Student Achievement Data on MTC website](#)

I.B-33. [MTC Math Program Review with Action Plan, Summer 2021](#)

I.B-34. MTC Quality Focus Essay
I.B-35. MTC Strategic Plan 2021-2023
I.B-36. SP21 Student Course Evaluations, n=177
I.B-37. History 180 Student Course Evaluations, SP21
I.B-38. MTC Program Review Handbook