

**Criterion 4 Teaching and Learning: Evaluation and Improvement** – *The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.*

**4.A. The institution ensures the quality of its educational offerings.**

- MATC Examples:
  - Program Reviews and Assessment are used to evaluate programs
  - Credit for Prior Learning and Transferable courses ensure that students' previous education is up-to-par with our curriculum
  - Programs are reviewed and modified on a regular and as needed basis based on input from oversight entities (program accreditation), program reviews, and input from PACs/BILTs. See program review information in the Faculty Resource Guide.
  - Credit for Prior Learning policies (5.1.2, 5.1.3) are based on KBOR Credit for Prior Learning Guidelines. See the Catalog (pg. 19-29) and KBOR Transfer and Articulation policies for more information.
  - MATC maintains and exercises authority over prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications. This is done through the Curriculum Committee and by aligning programs with KBOR's Program Alignment procedures.
  - TLC, Policy 7.3.3 (Faculty Credentials)
  - See the Catalog for additional program-level accreditation or certification.
  - MATC values its graduates success. Success is measured by the TEA Outcome metrics, which form the Technical Program portion of MATC's four-part assessment model: 1) third-party credentials, 2) job placement, 3) earnings. See the Follow Up & K-TIP reports, KBOR's Student Success Index, and Student Achievement Info on state exams.
- Possible Evidence:
  - Program review policy, processes, schedule, and guidelines
  - Sample program review
  - Program advisory board agendas and minutes. Curriculum review committee minutes
  - Transfer credit policies, course equivalency guides, and credit validations process for prior learning and third-party providers / Advanced Placement and College Level Examination Program policies and procedures
  - Transfer student resources
  - Academic catalog, specifically information about transfer credit and experiential learning
  - Internal and external curricular review process
  - Guidelines for hiring faculty and a hiring process
  - Dual credit programs and guidelines
  - Published list of all current accreditations and statuses
  - Data on where students go after graduation, such as employment rates, admission rates to advance degree program, and participation rates in fellowships, internships, and special programs

- State degree requirements and evidence of compliance
- Documentation of a process for reviewing, approving, and implementing new programs
- Licensure or certification exam results
- Surveys of alumni
- Articulation agreements with other institutions
- Documentation of engagement of faculty, academic administration, and governing board in academic program review process

**4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.**

- MATC Examples:
  - Four-part assessment model (Assessment Plan): Core Abilities, Technical programs, co-curricular assessment, indirect measures of student learning (student satisfaction, course evals, PAC program evals)
  - Information from assessment (Assessment Plan & program reviews) is analyzed by Assessment Committee, Data Team, and individual programs.
  - MATC strives for continuous improvement in assessment. Assessment Committee ensures faculty play a key role in administering and analyzing the data as well as providing support as mentors. Also see the Assessment/Core Ability course in Canvas.
- Possible Evidence:
  - General education and course, program- and institutional-level learning goals and outcomes
  - Annual reports of the assessment process
  - Faculty Senate minutes
  - Curriculum maps
  - Faculty expectations and evaluation processes
  - Assessment and/or curriculum committee minutes
  - Meeting minutes and agendas demonstrating departmental use of assessment data with evidence of action taken based on review and analysis of data
  - Institutional learning outcomes and rubrics
  - Assessment plan and/or process and calendar/cycle
  - Documentation of cocurricular assessment and improvements based on data
  - Documents and reports using direct measures for assessment of student learning

**4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.**

- MATC Examples:
  - MATC's goals for student retention, persistence, and completion can be found in the strategic plan and with the KBOR Performance Agreement that aligns with KBOR's strategic plan.
  - KBOR's Student's Success Index, IPEDS data

- Information is reported through KBOR and IPEDS reports, including the Academic Year report, the Follow-Up Report, and the KBOR Performance Agreement.
- KBOR Student Success Index, Program Reviews
- Possible Evidence:
  - Current rates of and goals for institutional persistence, retention, and completion (with definitions)
  - Enrollment management plan
  - Strategies or initiatives implemented based on review and analysis of data to make improvements in persistence, retention, and completion, such as agendas, meeting minutes, and action items of units working in these areas
  - Documentation of a consortium for student retention data exchange
  - Information about the institution's student success center
  - Documentation of utilization of datasets to make improvements
  - Analysis of graduation and retention rates by distinctive student populations (age, gender, race, ethnicity, first-generation status)
  - Documentation of campus services to support student needs (writing center, math tutoring, study skills, time management, etc.)
  - Suspension and probation trends
  - Student advising procedures and policies
  - Participation in Federal TRIO programs as it relates to persistence, completion, and retention, if applicable
  - Student exit survey results and action taken to address as applicable