2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
*Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle**.*

1.a. Assess your college's previous program efforts. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Provide training for staff and outreach activities in local area high schools, community centers, churches, & community events including enrollment assistance, assessment, and orientation services	**Goal completed (and ongoing).** MJC Student Success Specialists have completed intensive training from Inside Track consultants, who specialize in educational coaching and motivation. The outreach team is committed to excellence by remaining student-focused while utilizing innovative practices that empower, motivate, and coach students towards educational goals. The Success Specialists are committed to removing structural barriers for students by promoting community awareness about MJC services and resources, providing drop-in and scheduled matriculation services, and offering a holistic approach to student support to increase persistence and completion.
Track students who receive outreach activities to identify the percentage who complete enrollment and matriculation services	**Goal completed (and ongoing).** During the 2016-2017 year 1,956 prospective students (duplicated headcount) were assisted by the Student Success & Access Team. The SSA team provided assistance with applying, orientation, assessment, advising and abbreviated education plan with counselors at area high schools. Additionally, 811 prospective students (unduplicated) completed all core steps and enrolled at Modesto Junior College. The College has developed a dashboard that is being piloted within Student Services to track all students across the college in terms of all core services, GPA, units accumulated, and several other success factors. This dashboard will help to structure work with guided pathways and cohort advising.
Identify courses most likely to be incomplete for African American and Hispanic	**Goal is In Progress.** African American success rates have increased significantly, from 52% in 2014-15 to 60% in 2016-17, an increase of 8 percentage points. The improvement for African American students in online courses is even more dramatic, increasing from a 32% success rate in 2015 to 54% in

students. Provide faculty with Professional Development through the online CORA Institute. Design support for retention and success strategies, including cultural competencies	2016-17, an increase of 22 percentage points. Hispanic success rates have increased from 64% to 66% overall and from 58% to 61% in online success rates in that time period. Retention rates for African American students increased from 75% to 78%. Hispanic retention rates have decreased slightly, from 84% in 2014-15 to 82% in 2016-17. Professional development for faculty in the last three years has included faculty cohort study with the Center for Urban Education with a focus on retention and success strategies, two 3-day working retreats to focus on equity and success, and training to develop a campus Umoja program. Campus-wide professional development has included the hosting of an online course entitled "Black Minds Matter" and the investment in several experts to make college-wide presentations on implicit bias, redefining student support, and working with and teaching men of color. The College is contracting with the CORA institute for online professional development for faculty and classified professionals to be delivered beginning Spring 2018.
Develop support activities for men of color that operates out of the Student Success Centers	**Goal completed (and ongoing).** *The Male Collaborative.* In 2016, the College developed the Male Collaborative program. In this program, support services are provided by success specialists and counselors for men of color. The services include monthly workshops, core step completion, educational planning, mentoring, tutoring, book rentals, laptops, and job placement. Eligible students in the Male Collaborative are also referred to special programs (EOPS, DSPS, TRIO SSS, DREAM Network, MECHA, UMOJA and BSU). An emphasis was placed on providing Math tutoring and study sessions for students needing extra assistance. The Male Collaborative has grown from our first cohort of 32 in Fall 2016 to 227 in Fall 2017. • 91% were enrolled in Fall 2016 and it increased to 94% in Spring 2017 • A reported drop out of 40% of the African American Males from Spring 2016-Fall 2017 decreased by 10% the following year of Spring 2017-Fall 2017.

	- Students were afforded the opportunity to attend the A2MEND Conference in Los Angeles. The trip was certainly a catalyst in blending a diverse group of people into a strong collective cohort. - Students tracked by their number of units were placed in appropriate categories for implementation of services for transfer/graduation, advising, education plan and probation. - Students were invited on fieldtrips to visit UC Merced, CSU Sacramento, UC Davis, CSU Fresno, and CSU Stanislaus. - Male Collaborative Overall Student GPAs: Fall 2016 GPA 2.74, Spring 2017 GPA 2.66, and Fall 2017 GPA 2.74. - Workshops included the following topics: Financial Literacy, Understanding Your "Why," Networking, Fatherhood Involvement and Mentoring, FAFSA and DREAM Act Applications, STARS Scholarships, and UC Personal Statement Letters. *The UMOJA Learning Community.* The Umoja learning community at MJC is dedicated to serving our students of color, with special emphasis given to African American students. Umoja practices are specifically designed to increase retention, and to increase GPA, resulting in higher graduation rates and successful transfer. Five faculty and two classified professionals attended the 2017 Summer Leadership Institute provided by the State UMOJA Community. Currently, there are over 80 UMOJA registered students that are enrolled for the first cohort in Spring, 2018, with courses taught by UMOJA Elders.
Train the FTIC Committee faculty and to develop and implement new multi-disciplinary FTIC course	**Goal completed (and ongoing).** First Time In College training was offered to new multidisciplinary faculty interested in teaching the COLSK 100: Foundation for First Year College Success course. Faculty were trained on student-centered pedagogy and classroom management. Training was conducted during the spring semester. The first training of multidisciplinary faculty began in spring 2016 (January-April) in which 13 faculty from various disciplines were trained. The following spring of 2017, there were 9 additional new faculty that were trained. The total number of faculty trained to teach COLSK 100 for the 2016-2017 year was 23.

	COLSK 100 was originally taught only by Counseling faculty due to the study skills and educational planning components. However, subsequently the course became multidisciplinary to expand the "first year experience" to all incoming new college students, placing the responsibility of retention and success efforts on all faculty teaching FTIC regardless of their discipline. Additionally, this multidisciplinary approach created an opportunity for cross discipline collaboration and exchange of expertise. It allowed for faculty from various areas of expertise to be trained in equity and student centered pedagogy. There were a total of 12 disciplines represented in COLKS 100 for 2016-2017. The following Disciplines were represented: Counseling, Music, Business/Accounting, Science, History, English, Sociology, Library & Learning Center, Computer Science, Agriculture, Political Science, and Online Instruction COLSK 100 courses are offered to new incoming college students during the summer and fall terms. These terms necessitate a high demand of COLKS 100 sections due to new students needing guidance to transition and acclimate to Modesto Junior College (MJC) and the overall college environment. There were a total of 24 sections offered during the 2016 year. For the 2017 year, there were a total of 21 sections offered. The total number of sections offered during the 2016-2017 years are 45 sections. First time in college enrollment is high during the summer and fall terms. The enrollment for the 2016 year for COLSK 100 was 696. There were 694 students enrolled into COLSK 100 for the 2017 year. The total enrollment and number of students that completed COLKS 100 for the 2016-2017 years was 1,390.
Track the FTIC cohort students for subsequent semesters to collect success and retention rates in other courses compared to non-FTIC students	**Goal is In Progress.** Retention and success data relating to COLSK 100 enrollment is currently being collected. Since the implementation of the multidisciplinary model in 2016, reliable data was not available from the first year student cohort that participated in COLSK 100 until more recently in 2017.

Examine and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses. Explore integrated reading and writing courses, including accelerated modalities for developmental courses. Provide books for students in identified Basic Skills courses to examine if success rates increase.	**Goal completed (and ongoing).** Several programs participated in refining their basic skills courses, including the English Language department, the English department, and the Mathematics department. Books and materials are provided for Math and English, and success rates are being tracked. *English Language Program:* • During 2016-2017 for enrollment beginning summer 2017, the EL program revised course outlines for the ELW sequence with a focus on how to better transition non-credit EL students into the credit sequence. Using an equity lens, faculty led focused discussions on how to better support ELW students in their educational journey. Further, syllabi review and written assessments were normed with a view to equity. • During 2016-2017 for enrollment beginning summer 2017, the EL program revised course outlines for the new ELIC credit program to accelerate the sequence to ENGL 101. Revision of outlines focused on topics that align more with contemporary American issues that will help build their schema in English courses and engage their ability to critically think. *English Program:* • Since fall 2016, ENGL 45 has been offered, allowing students to complete the basic skills sequence in one semester. The READ 40 co-requisite was removed, thus cutting a 13-unit sequence to 6 units. In spring 2017 (second semester offering), ENGL 45 improved their African American equity gap from 17% to 8%, 1% higher than the ENGL basic skills sequence as a whole. The equity gap for Hispanics moved from a 1% equity gap to being 6% higher than the success rate of White students. • In fall 2017, ENGL 100 begins being offered, taking basic skills students qualified at one-level below transfer-level to complete freshman composition in one semester. • Equity funds supplies ENGL 45 textbooks for those classes that require one—about five sections. Textbooks are catalogued in the L & LC on East Campus for semester check-out.

	Mathematics Program: • In Summer 2017, the Math department added a non-credit Math Emporium that covers content from basic skills courses 3 and 4 levels below college level. Students begin the course with a diagnostic and then work only through the modules where their skills are deficient. The modules are set up for students to move through at their own pace with an instructor in the room to help guide them through the topics. Of the summer students who completed the Math Emporium, 22% assessed one level above, 69% two levels above, and 8.3% three levels above their original placement. • In Summer 2017, the math department expanded the non-STEM offerings to include elementary algebra, dividing the courses into a non-STEM (Business, Liberal Arts & Statistics) path while preserving the STEM path (majors that require pre-calculus and/or calculus). The non-STEM curriculum focuses on algebra content needed for general education math, liberal studies math, and statistics. The content in the STEM sequence focuses on algebra required for calculus.
Facilitate planning and development for faculty to prepare for students entering MJC with a Common Core background	**Goal completed (and ongoing).** The MJC Dean of Math and Science and other representatives of MJC teaching faculty attend regular meetings of the Stanislaus Futures Math Action Team. This group has a goal of developing professional relationships across K-16 institutions to improve mathematics learning outcomes for students and to facilitate successful matriculation of students to college. As an outcome of this networking, a K-12 math specialist from Stanislaus County presented to math teaching faculty on August 25, 2017 to orient the department to the Common Core expectations for high school mathematics and help faculty articulate students' Common Core background to Modesto Junior College course offerings. In addition, a curriculum coordinator from Modesto City Schools, the largest high school district feeding into MJC, met with representatives from the MJC Mathematics Department in October 2017 to clarify the high school math course pathways and expectations, and to help align the MJC multiple measures placement matrix to the integrated course pathway being implemented in area high schools. These opportunities for networking, planning and articulation are ongoing.

Professional development re: guided pathways (Center for Inquiry with Dr. Rob Johnstone) to help design guided pathways	**Goal completed (and ongoing).** In 2017, MJC was accepted through a competitive application process to be one of 20 Model Colleges in the CA Guided Pathways Project. Professional development around Guided Pathways has been ongoing. Various divisions on campus completed a "Divisional Book Read," selecting: *Redesigning America's Community Colleges*, a comprehensive introduction to guided pathways work. The College also participated in the IEPI Pathways Participation workshops, and has initiated a series of on campus discussion and planning sessions for pathways implementation. In 2016, the College invested in the second "Great Teacher's Retreat" during the summer at Asilomar Conference Grounds. Rob Johnstone gave the Keynote Address and workshop on Guided Pathways.
Student focus groups in Spring semester: what barriers DI groups encounter	**Goal completed (and ongoing).** During the Spring 2016, Student Focus Groups were held throughout East and West Campus. Faculty from Counseling and other academic disciplines were trained to conduct focus groups by Dr. Kenneth Gonzalez from Achieving the Dream. Students were systematically asked about their experiences on campus. Each faculty member had an opportunity to lead a focus group that examined challenges faced by our disproportionately impacted groups especially our men of color. Student Focus Groups will continue to be part of our evaluative and planning efforts at the college. The following are the top challenges that our DI groups faced along with our current college efforts to assist our students:

Challenge	Current MJC Efforts
Confusion on what courses to take	*FTIC Courses (Summer & Fall) *Counselors meet incoming freshmen at High Schools to complete AEP *Pathways Centers – Walk-ins *Group workshops led by counselors *Thematic Group workshops led by counselors *Starfish Hobson Ed Planner
Time Management – Balancing work, life, & school	*Weekly Thematic Group workshops led by counselors *Male Collaborative

		*Faculty led workshops in the Multicultural Rise Up Center *BBSS-Partnership with local businesses to create internships/employment opportunities
	Lack of Mentors & Support	*Male Collaborative *A2Mend Conference *Faculty Professional Development through Center for Urban Education being equity minded within the classroom, look at success rates by race *CORA – Faculty Professional Development (Teaching men of color in a CC & Black Minds Matter)
	Financial Stability (Books, transportation, Child Care)	*Book lending for ENGL 45, FTIC, History 102, Math 70 *Book vouchers through EOP&S *Book Rental Assistance (Male Collaborative) *Day Care through Calworks *Free student Bus Transportation (Countywide) *Success Specialist assist with FAFSA completion *Scholarship Workshops
Research and communicate the disjuncture of the course completion rate and the award completion rate for African American students and Hispanic students	**Goal is In Progress.** The success rate for African American students in 2016-17 was 55%. The completion rate was only 1.8%. The success rate for Hispanic students in that year was 66%, compared to a completion rate of 42%. The Office of Institutional Effectiveness has begun a study into student withdrawals to understand why and when they withdraw in order to identify areas to be addressed. In fall 2016, 21% of all students dropped *some* courses, and of those, 20% did not return to MJC. In that same year, 9% of all students dropped *all* courses, and of those, 91% did not return to MJC. It is difficult to find a correlation between course success and program success without qualitative data. The Student Services Division is identifying students who have dropped in order to communicate directly with them to (a) understand the reason(s) they dropped, and (b) see if they would like assistance to re-enroll.	

Increase student awareness and skills regarding transfer opportunities and requirements through a month of focused transfer activities	**Goal completed (and ongoing).** All counselors received Transfer Admission Guarantee (TAG) training from the Transfer Coordinator to increase capacity to assist students pursuing TAG agreements. Counselors were also trained in new application processes for CSU applications. The Transfer Coordinator created a checklist for students to understand all requirements for transfer and hosted a Transfer Day/College Night with 55 university representatives to meet with students. Transfer orientations have been given to 25 classes and more than 30 campus visits from universities have been scheduled for students. Workshops and individual assistance are available to all students.
Basic Skills Committee will function as a workgroup of SSEC & BSI Coordinator will report out to SSEC	**Goal completed (and ongoing).** The Basic Skills Committee was integrated with the Student Success and Equity Committee, and the BSI has a regular, ongoing report of progress and projects in the committee.
Percentage of students who begin at three levels below freshman composition and successfully complete freshman composition within two years	**Goal completed (and ongoing).** Data analyzed by the Research and Planning Office has determined the following overall rates of non-passing and multiple times for enrolling in Basic Skills English courses at one or two levels below freshman composition: • Course Success Rates for English 49 and English 50: Average 5-year success rate for English 49 was 49.1% for the period Fall 2011 through Spring 2016, while the rate for English 50 at 64.0% during the same period. • For English 49, the 2-year success rate average (Fall 2014-Spring 2016) and the 5-year average for Fall 2011-Spring 2016 showed a consistent average of just over 49% success, but the semester-by-semester success rate significantly improved between Spring 2015 (43.1%) and Spring 2016 (54.6%). • For English 50, the 2-year average Fall 2014-Spring 2016 stayed relatively consistent from term to term, peaking at 64% in Spring 2015 and equaling 63% in Spring 2016.

The successful progression rates of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate.	**Goal completed (and ongoing).** Data analyzed by the Research and Planning Office has determined the following overall rates: **2010-2011:** Beginning Algebra →Intermediate Algebra **23.2%** successfully completed Intermediate Algebra **2016-2017:** Beginning Algebra →Intermediate Algebra **26.3%** successfully completed Intermediate Algebra Additionally, data analyzed by the Research and Planning Office has determined the following overall rates of non-passing and multiple times for enrolling in Basic Skills Math courses, based on seven years of overall enrolled students at MJC: • Math 10: 34% of students who enroll do not pass; 59% pass on the first try; 7% on second try • Math 20: 25% of students who enroll do not pass; 64% pass on the first try; 11% on second try • Math 70: 27% of students who enroll do not pass; 56% pass on the first try; 17% on second or third try • Math 90: 25% of students who enroll do not pass ; 60% pass on the first try; 15% on second try
The percentage of students who assess into basic skills courses will be reduced from 75% to 50% in 2018-2019 and 2019 – 2020.	**Goal is In Progress.** There is no data available for 2018 or 2019 yet. However, the College expects to have significantly lower percentages of students assessing into lower level Math and English courses with the implementation of multiple measures assessment, including the use of GPA and high school coursework. MJC is working on an automated solution for applicants to quickly know their multiple measures assessment after applying to the college.
Students in the ESL Academic program and the English for Life and Work program will be support with ESL – specify tutoring and electronic pre and post CASAS testing.	**Goal completed (and ongoing).** The Library & Learning Center (L&LC) offers several tutorial services for English for Life and Work (ELW) students at the east and west campuses. Services include video tutorials, workshops, and handouts.

1.b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Modesto Junior College has been successful in engaging campus culture through focusing on innovation and several systemic change priorities, including the following:

- Improving strategic integrated planning and evaluation
  - Increasing data collection, analysis, and communication to empower faculty, staff, and administrators to make informed, evidenced-based decisions
- Cultivating a "student focused culture" within the campus community
  - Following the six guiding principles for Student Support (Re)defined
  - Redesigning student advising through an early alert system and cohort work
- Expanding access and accelerated student success
  - Committing to integrated, holistic, academic and student support services
  - Redesigning developmental education pathways
- Implementing Guided Pathways
  - Creating clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment
  - Building integrated advising models

1.c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Example: *Increase completion and persistence through the English Developmental Sequence*	*Provide extended orientation and assessment prep courses/workshops*	*Provide extended orientation and assessment prep courses/workshops* *Redesign the dev. ed. sequence*	*Pilot prep courses through the first year programs or specific bridge programs* *Redesign the dev. ed. Sequence*
Increase persistence and completion for Hispanic and African American men through establishing the Male Collaborative	Provide matriculation workshops and core services in the Multicultural Center, including educational planning	Provide mentoring and success workshops (financial aid, transfer applications, soft skills) in the Multicultural Center for Male Collaborative students	Provide tutoring and study skills in the Multicultural Center for Male Collaborative students

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The English Department at Modesto Junior College has embraced acceleration as a key strategy for student success and equity. The department restructured its curriculum, and since Fall 2016, ENGL 45 has been offered, allowing students to complete the basic skills sequence in one semester (rather than two semesters). The READ 40 co-requisite was removed, thus cutting a 13-unit sequence to 6 units. In spring 2017 (second semester offering), ENGL 45 improved their African American equity gap from 17% to 8%, 1% higher than the ENGL basic skills sequence as a whole. The equity gap for Hispanics moved from a 1% equity gap to being 6% higher than the success rate of White students.

In Fall 2017, ENGL 100 was offered for the first time, taking basic skills students qualified at one-level below transfer-level to complete freshman composition in one semester.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3.a. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

INTEGRATED GOALS AND ACTIVITIES
In an effort to increase coordination among programs and to align student success initiatives, the MJC 2017-2019 Integrated Plan for the Student Success and Support Program (SSSP), Student Equity (SE), and the Basic Skills Initiative (BSI) promotes integrated planning and program coordination at the college level. The justification for integrating these programs in particular is for two main reasons: 1) all three have the same ultimate goal of increasing student success while closing achievement gaps; and 2) there is a strong potential for overlap between and among the programs.

The MJC 2017-19 Integrated Plan identified five goals with corresponding activities, all with the intent of increasing persistence and completion and closing achievement gaps. The goals are listed below, and the corresponding activities can be found in the subsequent section of this plan:

Goal 1: *Clarify Pathways*
Goal 2: *Help Students Enter Pathways*
Goal 3: *Help Students Stay on Their Pathway*
Goal 4: *Ensure Students are Learning*
Goal 5: *Institutionalize Equity and Success Centered Practices*

ANTICIPATED OUTCOMES

Core to our integrated planning process is the effective utilization of existing data from our previous equity plans, additional statewide data (i.e. annual Scorecard and ongoing Datamart summaries), and data collected by the MJC Office of Institutional Effectiveness. ***An overarching objective is to strengthen MJC's overall completion rates from 43% to 53% in the next 5 years***. Among expected outcomes that we are emphasizing in our planning are the following:

Outcome 1: **Increased access for MJC-area Hispanic K-12 graduates** to reduce ethnicity equity gaps between school populations and entering MJC freshmen

Outcome 2: **Increased education plans creation**: Increase percentages of first-time MJC freshman students who complete abbreviated and/or comprehensive education plans during their first year of study

Outcome 3: **Increased overall course success rates** as framed in annual IEPI data targets (overall goal of at least 75% success rates by 2022) and reduction of equity gaps among DI groups to within 5%

Outcome 4: **Increased success overall and among DI groups in MJC gatekeeper courses**

Outcome 5: **Increased success and persistence rates to college-level courses for students with basic skills needs in Math and English** and reduced equity gaps among our Disproportionately Impacted groups (Inclusion in 2017-18 MJC's IEPI annual planning targets)

Outcome 6: **Improvements in overall persistence rates of new MJC students** from year 1 to year 2 and especially years 3 and beyond, with emphasis on reducing equity gaps for DI students

Outcome 7: **Increases in overall degree and certificate completions** year over year and improvements in DI group degree and certificate production

Outcome 8: **Increases in relative proportions of annual MJC transfers to CSU and UC campuses** among historically underrepresented groups

Outcome 9: **Increased rates of program success in CTE programs** by students in DI groups

Outcome 10: **Reduced equity gaps in overall 6-year completion rates**

Outcome 11: **Reduced overall time enrolled (and excess credits) to completion of degrees and certificates**, especially among DI groups, with emphasis on Guided Pathways program persistence strategies

CURRENT STATUS OF OUTCOMES

Outcome 1: **Increased access for MJC-area Hispanic K-12 graduates:** (source: **MJC Data Warehouse Student Equity Plan Success Indicators, Access**) In the 2016-17 year, the CCCCO Office of Research set methodology for calculating equity gaps and margins for error. With these new methodology, our disproportionally impacted groups show no access gaps.

Goal: To be determined; **Methodology**: Percentage of student body population, compared to k-12 age population by ethnicity, using 2010 Census data and 2016-2017 freshmen student enrollment data.

Year	16-17 Actual (est)	17-18 Goal	18-19 Goal
African-American Students	-1.2% gap / 4% MOE	-1.0% gap	0.5% gap
Hispanic Students	0.7% gap / 1% MOE	0.4% gap	0.2% gap

Outcome 2: **Increased education plans creation:** (sources**: MJC Student Success Services Dashboard Educational Plan Status**). Based on a 1-year study of entering MJC students from Fall 2015 to Fall 2016, a lower proportion of African-American students enrolled at MJC had abbreviated and comprehensive education plans, compared with the overall student population, and a slightly higher proportion of Hispanics had abbreviated and comprehensive plans when compared with total students. While the overall proportions of each group with Ed Plans generally improved since 2015, there is much need to improve this overall rate of obtaining abbreviated and/or comprehensive Ed Plans.

Goal: Increase the proportions of MJC students with completed education plans with an emphasis on first-year education plan completion

Comprehensive and Abbreviated Ed Plans Completed within One Year for New Students Entering MJC

Year	2015 Entering		2017 Entering Goal		2018 Entering Goal	
	Abbv.	Comp.	Abbv.	Comp.	Abbv.	Comp.
All Students	70%	43%	75%	50%	90%	80%
African-Americans	60%	33%	70%	40%	80%	70%
Hispanics	73%	46%	75%	45%	80%	75%

<u>Outcome 3</u>: **Increased overall course success rates:** (source: **MJC Student Success Equity Dashboard**) Between Fall 2015 and Spring 2017, the overall course success rate at MJC rose from 67% to nearly 69% (the highest rate ever reached). Success rates for Hispanic students also improved to 64% in 2015 and nearly 66% in Spring 2017. However, the rates for African-American students remained significantly lower during each semester. In Fall 2015 African-Americans had only a 52% success rate (equity gap of 15%), and although they reached 60% success in Spring 2017, the gap was still more than 12%.

Goal: **Increase overall course success rates and reduce equity gaps among Hispanic and African-American students**

Year	16-17 Actual (est)	17-18 Goal	18-19 Goal
All Students	68%	70%	72%
African-American Students	58%	62%	65%
Hispanic Students	65%	68%	70%

<u>Outcome 4</u>: **Increased success overall and among DI groups in MJC General Education and gatekeeper courses:** (source: **MJC Gatekeeper Course Analysis 2011-2017**). During the past six years at MJC, several courses with large enrollments (typically more than 300 students per term) that are part of the core required general education curriculum have consistently had low success rates, typically below 60%. These courses include History 101, Chemistry 101, Philosophy 101, and Humanities 101. Failure to pass these courses has a significant impact on overall student academic progress toward degree completion. For most of these courses, Hispanic and African-American success rates have been significantly lower than for white students. Fall 2016 course success data for the 20 largest enrollment courses, disaggregated by ethnicity, is available at http://mjc.edu/general/research/fall2016successgapsethnicitygaps.pdf.

Goal: Increase the year-to-year success rates in MJC's largest-enrollment courses and reduce equity gaps in course success rates.

Course	F16 Success	F16 Equity Gap	F17 Goal Success	F17 Goal Equity Gap	F18 Goal Success	F18 Goal Equity Gap	F19 Goal Success	F19 Goal Equity Gap
MCOMM-100	74.3%	34.7%	77.0%	25.0%	79.0%	15.0%	80.0%	8.0%
MHIST-102	69.2%	28.6%	71.0%	20.0%	73.0%	15.0%	75.0%	8.0%
MENGL-101	67.6%	5.2%	70.0%	4.0%	72.0%	3.0%	74.0%	2.0%
MENGL-50	67.6%	15.7%	70.0%	10.0%	72.0%	8.0%	74.0%	6.0%
MPSYCH-101	65.7%	30.0%	69.0%	20.0%	70.0%	10.0%	72.0%	8.0%
MMUSG-101	65.7%	16.1%	69.0%	12.0%	70.0%	9.0%	72.0%	7.0%
MPSYCH-110	65.5%	38.5%	69.0%	25.0%	70.0%	10.0%	72.0%	7.0%
MHE-110	64.3%	42.2%	68.0%	30.0%	69.0%	15.0%	71.0%	10.0%
MSOCIO-101	62.6%	11.4%	67.0%	8.0%	68.0%	6.0%	70.0%	5.0%
MHIST-101	59.9%	21.3%	63.0%	15.0%	66.0%	10.0%	68.0%	7.0%
MHUMAN-101	59.0%	7.7%	63.0%	5.0%	65.0%	4.0%	66.0%	3.0%
MMATH-70	52.7%	7.1%	58.0%	6.0%	61.0%	5.0%	64.0%	3.0%

Outcome 5: **Increased success and persistence rates to college-level courses for students with basic skills needs in Math and English:** (sources: **2016-17 Scorecard Comparison Ratings by Region and College**; **CCCCO 2017 MJC Scorecard: Transfer Level Achievement**) Historically, MJC has had very low rates of progression from Basic Skills math courses to college-transfer math courses within the first and second years of study, when compared with most other California community colleges. According to the 2017 Scorecard, within the first years of study, only 2.3% of Basic Skills math students progress to completing transfer math courses, and over 2 years the rate is only 12% for the same students. Progress for Hispanic and African-American students is even lower.

GOAL: Increase success and persistence rates to college-level courses (i.e. Scorecard: Transfer Level Achievement) for students enrolled in Basic Skills courses, with emphasis on improving math course progression and reducing equity gaps.

Basic Skills to Transfer Math Progression	16-17 Actual	17-18 Goal	18-19 Goal
Total Students Year 1 Progress	2.9%	15.0%	25.0%
Total Students Year 2 Progress	12.0%	32.0%	40.0%
African-Americans Year 1 Progress	0.0%	10.0%	20.0%
African-Americans Year 2 Progress	12.2%	25.0%	35.0%
Hispanic Students Year 1 Progress	2.2%	15.0%	24.0%
Hispanic Students Year 2 Progress	9.6%	30.0%	38.0%
Basic Skills to Transfer English Progression	**16-17 Actual**	**17-18 Goal**	**18-19 Goal**
Total Students Year 1 Progress	32.7%	40.0%	45.0%
Total Students Year 2 Progress	49.0%	55.0%	60.0%
African-Americans Year 1 Progress	26.8%	35.0%	40.0%
African-Americans Year 2 Progress	48.8%	54.0%	58.0%
Hispanic Students Year 1 Progress	27.5%	39.0%	43.0%
Hispanic Students Year 2 Progress	44.2%	53.0%	59.0%

<u>Outcome 6</u>: **Improvements in overall persistence rates of new MJC students:** (sources: **2016-17 Scorecard Comparison Ratings by Region and College; CCCCO 2017 MJC Scorecard: Transfer Level Achievement; Persistence Rates for MJC Cohorts**) Generally speaking, MJC students have relatively good rates of persistence (i.e. continued enrollment) from year 1 to year 2 of study (2017 Scorecard reports approximately 83% for all new students) when compared with many other regional colleges. Equity gaps are relatively narrow as well. However, persistence beyond year 2 tends to be weaker, especially for our Hispanic and African-American students, and this area needs significant improvement in order to strengthen our overall completion rates.

GOAL: **Increase persistence in order to strengthen overall completion rates of MJC students**, and emphasize improvement of persistence rates among African-American students who are "unprepared for college"

Year	16-17 Actual (est)	17-18 Goal	18-19 Goal
College-Prepared Students	**83.2%**	**85%**	**88%**
African-American Students	85.7%	87%	89%
Hispanic Students	84.6%	86%	88%
Unprepared for College	**82.8%**	**85%**	**87%**
African-American Students	78.3%	80%	82%
Hispanic Students	83.1%	85%	86%
Overall (Combined) Students	**82.9%**	**85%**	**86%**
African-American Students	79.4%	81%	85%
Hispanic Students	83.3%	85%	86%

<u>Outcome 7</u>: **Increases in overall degree and certificate completions:** (sources: **MJC 2017 Factbook; MJC Dashboard: Degrees and Certificates Production by Ethnicity**) Overall degree and certificate production at MJC has shown health growth since 2013-14 with Associate's degrees increasing by nearly 22% by 2016-17. Hispanic degree production has grown by 21% during the same period, however, relative counts of African-American degrees have actually declined by nearly 40% since 2014-15. Hispanic student degrees represented nearly 51% of total MJC degrees in 2016-17, while African-American student degrees represented only 1.7% of total MJC degrees in 2016-17.

Year	16-17 Actual	17-18 Goal	18-19 Goal
Degrees—All Students	**1565**	**1620**	**1700**
African-American Students	17	30	40
Hispanic Students	552	700	800
Certificates—All Students	**426**	**500**	**600**
African-American Students	9	20	30
Hispanic Students	210	250	310

Outcome 8: **Increases in relative proportions of annual MJC transfers to CSU and UC campuses by historically underrepresented groups:** (sources: **CSU Transfer Data by Ethnicity and Major 2016-17; UC System Transfers by Ethnicity**). In 2016-17, approximately 44% of MJC students who transferred to CSU system campuses were Hispanic, 8% were Asian/Pacific Islander, and 2% were African-American. Among MJC students who transferred to University of California campuses in 2016-17, 51% were Hispanic, 13% Asian, and 4% were African-American. *[Data and primary goals will be provided at a later date]*

GOAL: Increase overall counts of MJC students who transfer to CSU and UC campuses toward meeting the Chancellor's Office vision of 35% growth by 2022, and strengthen proportions of African-American and Hispanic students among the annual transfer targets**.**

Transfer Institution from MJC	2016-17 (actual)	2017-18	2018-19
Total CSU Transfers	880	940	1031
CSU African-Americans	13	14	14
CSU Hispanics	290	310	340
CSU Stanislaus Only (Total)	520	556	609
CSU Stan: African-American	13	14	14
CSU Stan: Hispanics	290	310	340
Total UC Transfers	77	80	83
UC African-Americans	5	5	6
UC Hispanics	40	42	45
UC Davis Only (Total)	39	40	41
UC Davis: African-American	1	1	1
UC Davis: Hispanics	20	21	22

Outcome 9: **Increased rates of program success in CTE programs:** (sources: **2016-17 Scorecard Comparison Ratings by Region and College; CCCCO 2017 MJC Scorecard: CTE Completion**) The 2017 MJC Scorecard data for CTE completion rates by college showed that MJC had one of the highest rates, at nearly 57%. However, gaps existed in CTE completion rates when DI groups are compared: Asian students had a 66% rate, Hispanic students a 54% rate, and African-Americans a 48% rate. Females had a much higher rate (64%) compared with males (50%).

GOAL: Strengthen CTE completion rates based on Scorecard definitions, emphasizing improvements in African-American and Hispanic student outcomes

Year	16-17 Actual (est.)	17-18 Goal	18-19 Goal
CTE Completion—All Students	**57.8%**	**59.9%**	**64%**
African-American Students	47.7%	51%	56%
Hispanic Students	54.1%	58%	63%

Outcome 10: **Reduced equity gaps in overall 6-year completion rates:** (source: **MJC Dashboard: CCCCO Annual Scorecard Completion Rates**) Among total MJC students in the 2017 Scorecard, 43% of total students and 41% of Hispanic students tracked for 6 years from 2010-11 completed a degree, certificate, or transfer-related outcome. However, only 34% of total African-American students completed their studies in the same time period.

GOAL: Increase overall completion rates from 43% in 2017 to 53% in five years, and emphasize reducing equity gaps

Year	16-17 Actual (est)	17-18 Goal	18-19 Goal
College-Prepared Students	**56.4%**	**58.5%**	**62.6%**
African-American Students	64.3%	66%	68%
Hispanic Students	50.0%	55%	58%
Unprepared for College	**40.5%**	**42.6%**	**50%**
African-American Students	28.9%	35%	45%
Hispanic Students	50.0%	55%	58%
Overall (Combined) Students	**43.0%**	**46%**	**50%**
African-American Students	34.0%	38%	48%
Hispanic Students	40.7%	49%	50%

Outcome 11: **Reduced overall time enrolled (and excess credits) to completion of degrees:** (source: **MJC Dashboard Traditional Persistence Rates**). When overall time spent by MJC students in pursuit of degree is calculated, Hispanic and African-American students tend to take longer to complete than most other students.

GOAL: **Reduce the overall length of time that degree-seeking students will remain enrolled at MJC** before completing their degrees and the number of excess credits attained prior to degree completion

Median time to Associate's Degree	16-17 Actual	17-18 Goal	18-19 Goal
All Students	**3.50 years (n=482)**	**3.25**	**3.00**
African-American Students	3.25 years (n=7)	3.25	3.00
Hispanic Students	4.00 years (n=243)	3.75	3.50
Median Credits Completed before Associate's Degree			
All Students	83.00	81.50	78.00
African-American Students	77.25	77.00	76.00
Hispanic Students	86.50	86.50	84.50

MJC DATA

MJC 2017 Institutional Data Factbook:
http://www.mjc.edu/general/research/mjc2017factbook.pdf
MJC Gatekeeper Course Analysis:
http://mjc.edu/general/research/mjcgatekeepercoursetrends2011-17.pdf
MJC Top 20 Enrolled Courses Analysis:
http://mjc.edu/general/research/fall2016successgapsethnicitygaps.pdf
MJC and Comparative Scorecard Ratings:
http://mjc.edu/general/research/scorecard2017comparisons.pdf
MJC Transfers to CSU by Major and Ethnicity:
http://mjc.edu/general/research/mjctransferscsu2016-17bymajor.pdf
MJC Transfers to UC by Ethnicity:
http://mjc.edu/general/research/mjctransferstoucbyethnicity.pdf

Data Dashboards
Basic Skills Enrollment:
https://public.tableau.com/shared/3D9GPP75X?:display_count=yes
Course Success Rates – Datamart:
https://public.tableau.com/shared/6858FXRWP?:display_count=yes
CCCCO Annual Scorecard Completion Rates:
https://public.tableau.com/shared/F99FJ8RF6?:display_count=yes
CCCCO Degree, Certificate, Transfer Findings:
https://public.tableau.com/shared/M6FQJC55D?:display_count=yes
Degrees/Certifications by Demographic:
https://public.tableau.com/views/DepartmentSuccessandRetentionRates/AwardsByDemographics?:embed=y&:display_count=yes
Persistence Rates for Cohorts:
https://public.tableau.com/views/Dashboard_386/Persistence?:embed=y&:display_count=yes
Remedial to College Level Math/English:
https://public.tableau.com/shared/ZG9RZX6JY?:display_count=yes
Student Services: Educational Plans, Advising, Orientation:
https://public.tableau.com/shared/DM95GH3HN?:display_count=yes
Transfer Level Mathematics and English Course Achievement
https://public.tableau.com/shared/85S8N3Q9Q?:display_count=yes

3.b. Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program, Student Equity, and Basic Skills.

(See next page.)

Goal	Activities in each program that serve the goal listed			Goal Area
	SSP	**Student Equity**	**BSI**	
Clarify Pathways to increase persistence and completion, and close achievement gaps	Provide clear curriculum pathways for students online, in catalog, and in Starfish Degree Planner Ensure clear program outcomes for career and transfer Provide concise information and marketing through orientations, activities, workshops, drop in services in Pathways, Career Services, Counseling and Transfer Centers Create flowcharts for how students choose, enter, and complete programs Plan New Student Days	Analyze, track, and communicate disaggregated data and achievement gaps for curricular paths Provide Professional Development in Guided Pathways to construct clear pathways and programs for students	Ensure developmental education coursework is aligned to each program of study. Explore alignment with common core Track and analyze persistence, completion, and velocity data for developmental education students throughout all programs	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____* *_____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Help Students Enter Pathways to increase persistence and completion, and close achievement gaps	Use and automate Multiple Measures, including High School GPA, for assessment K-12 Partnerships that focus on dual enrollment and career and college exploration Provide activities, assessments, workshops, drop in services that lead to choice of major in Pathways, Career Services, and Transfer Centers Implement Starfish Degree Planner Provide Financial Literacy Workshops	Provide First-Time-In-College (COLSK100) at scale for entry students Examine and redesign guidance courses in relation to Guided Pathways Provide holistic entry support through programs for disproportionately impacted students: • UMOJA • Male Collaborative • TRIO SSS • EOPS • DSPS • DREAM Network • Reentry Success Network	Provide developmental education coursework aligned to each program of study, including acceleration, co-requisite, and noncredit modules Train and implement Reading Apprenticeship across the curriculum	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

24

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Help Students Stay On Their Pathway to increase persistence and completion, and close achievement gaps	Use online Starfish Educational Planning at scale, which provides tracking of progress by students Redesign Advising: Cohort-based Student Services (Success Specialists and Counselors) to deliver Core Services, and track students completion Provide workshops and walk-in opportunities for CADAA and FAFSA	Utilize Starfish Early Alert Redesign Advising: Cohort-based services for all, based on area of focus (Instructors, Success Specialists and Counselors). Working as teams, success specialists and counselors will work with faculty areas on the students in their degrees and certificates Use Dashboards and Starfish for organizing intrusive advising, especially focusing on disproportionate impact Use Starfish Analytics to provide insight on where students have issues in degree and certificate sequences Conduct Student Focus Groups to understand barriers to enrollment and success	Institutionalize Reading Apprenticeship across the curriculum. Provide proper learning support in tutoring and SI for students requiring help in developmental education and ESL	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
Ensure Students Are Learning to increase persistence and completion, and close achievement gaps	Incorporate program learning outcomes in outreach materials Provide job visits, service learning opportunities and internships for students through career services	Provide holistic learning support through programs for disproportionately impacted students: • UMOJA • Male Collaborative • TRIO Programs • EOPS • DSPS • DREAM Network • Reentry Success Network • LGBTQIA • Veterans RC • Foster Youth • Homeless Provide proper learning support in tutoring and SI for disproportionately impacted students Institutionalize CUE Faculty Equity Institute (data disaggregation and syllabi review) Deliver Reading Apprenticeship across the curriculum.	Provide ESL Support through English Language Welcome Center and EL tutoring	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
<u>**Institutionalize Equity and Success Centered Practices**</u> **to increase persistence and completion, and close achievement gaps**	Design and implement college-wide **Student Equity and Success Professional Development Academy** with modules and events for faculty, classified professionals, and administrators	Design and implement college-wide **Student Equity and Success Professional Development Academy** with modules and events for faculty, classified professionals, and administrators, including these examples: • FTIC • Teaching Students with Disabilities • Reading Apprenticeship • Cultural Competency/ Humility • Online Equity • Community-based Pedagogy • Culturally-Relevant Pedagogy • Reentry Success Continue the following activities: • CORA Institute Training • DREAM Network • Reentry Success Network • Food Pantries • Bussing/Transportation	Design and implement college-wide **Student Equity and Success Professional Development Academy** with modules and event for faculty, classified professionals, and administrators.	☐ *Access* ☐ *Retention* ☐ *Transfer* ☐ *ESL/Basic Skills Completion* ☐ *Degree & Certificate Completion* ☐ *Other:_____ _____*

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs.

The College is engaging in a Guided Pathways framework, which necessarily brings together the areas of matriculation, instruction, and student support. The "pillars" of Guided Pathways—clarifying pathways, helping students get on the pathways, helping students stay on the pathways, and ensuring student learning—coupled with the institutional commitment to equity centered practices and processes requires integrated approaches and work across instructional and student services areas.

The College Educational Master Plan has an integrated workflow that brings together areas of guided pathways and equity-centered work through workgroups situated in the participatory governance framework. These workgroups, which include Developmental Education, Enrollment Management, Guided Pathways Redesigning Advising, and Guided Pathways Curriculum, are designed for cross-area collaboration.

The Student Success and Equity Committee (SSEC) is the primary governance body to review and disseminate information regarding data, planning, and implementation of the Integrated Plan. This group will conduct annual reviews of the work of the plan and metrics, and forward the report to College Council for distribution and review by councils and constituent groups.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

The College has noncredit offerings in English Language and in Basic Skills Mathematics, and the institution is pursuing coursework options in various areas, including soft skills development, career services, and individualized instruction and services through DSPS. Each of these areas is centered on improving student success through basic skills sequences, acclimating students to college work, and increasing student outcomes in employment after college.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

The College is dedicated to providing intentional professional development in Guided Pathways, in closing achievement gaps, and furthering student success at scale. Conferences, working retreats, meetings, and workshops will be used to provide spaces of learning and collaboration across instructional and student support areas.

The College will also develop a "Student Equity and Success Professional Development Academy" with modules for faculty, administrators, and classified professionals. This organizational umbrella will host professional development content related to the goals of the integrated plan.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

The College will review progress on success and equity goals for credit and noncredit students outlined in this plan on an annual basis. This process will coincide with the review of Institution Set Standards and IEPI Goals. The Student Success and Equity Committee will forward a report to College Council for distribution and review by councils and constituent groups.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The college will continue to coordinate its efforts with Columbia College, including the sharing of our plans and seeking opportunities to collaborate on SSSP, Student Equity, and BSI initiatives. Recent collaborations have included: alignment of placement criteria; collaborating on professional development (Great Teacher Retreat, Disney Institute, etc.); joint development of, or participation in, student equity and success workshops (Basic Skills Acceleration, Serving Current and Formerly Incarcerated Students, etc.). Columbia and MJC leadership are currently collaborating on a number of student success initiatives, including the Educational Planning Initiative and efforts to improve data collection and reporting.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

https://www.mjc.edu/studentservices/equity/draft_integrated_plan_budget_2017.pdf

10. **Each college must create an executive summary**. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

   https://www.mjc.edu/studentservices/equity/

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

- Guided Pathways
- Self-Assessment Models
- Multiple Measures Implementation
- Common Core Alignment
- Dual Enrollment
- Creating and Establishing Noncredit Programs

Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:
Name   **Dr. James E. Todd**
Title   **Vice President of Student Services**
Email Address   **toddj@yosemite.edu**
Phone   **209-575-6060**

Alternate Point of Contact:
Name   **Flerida Arias**
Title   **Dean of Student Services**
Email Address   **ariasf@yosemite.edu**
Phone   **209-575-6634**

Alternate Point of Contact:
Name   **Ashley Griffith**
Title   **Dean of Student Services**
Email Address   **griffitha@yosemite.edu**
Phone   **209-575-6032**

Part III – Approval and Signature Page

College: **Modesto Junior College**   District: **Yosemite Community College District**

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

_____
President, Academic Senate   Date   Email Address