CENTER FOR URBAN EDUCATION

MODESTO JUNIOR COLLEGE

MJC Equity Plan 2014-15

October 2015
Reflections

Agenda

- 3:00 PM – Materials Distribution
- 3:05 PM – Welcome & Introductions
- 3:10 PM – Overview of Agenda and Meeting Goals / CUE Role
- 3:15 PM – Approval of SSSP Plan
- 3:30 PM – Review of 2014-15 Equity Plan Goals & Activities
- 4:00 PM – Activity Overview
- 4:05 PM – Break into Small Groups for Activity
- 4:35 PM – Reconvene to discuss what worked and could have been better
- 4:50 PM – Share recommendations for 2015-16 / Next steps calendar
- 5:00 PM – Complete

Disproportionate Impact

	Hispanic	African American	Asian
Access	X		
Course Completion		X	
Degree / Certificate Completion		X	
ESL / Basic Skills	X	X	X
Transfer	X	X	

Two Themes

- **Improved data collection analysis and communication** will lead to better informed faculty, staff and administrators and produce stronger evidence for decision making.

- **Student demographics at the college continue to change.** Faculty, staff and administrators will better serve students if they understand how to interpret disparate student needs. Professional development will increase knowledge and skills to do so.

Activities - Access 1/2

Access Goal: Increase the percentage of first-time-in-college Hispanic students				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
1.a. Increase the number of potential students who receive recruitment and outreach efforts in high schools and the community	Develop & deliver presentations and materials to high schools, faith-based organizations and community leaders who interact with Latino community members	Outreach marketing campaign	Dean, Student Equity 3SP Specialists	By Fall 2017: 3-5% increase in Hispanic student percentage (1-2% increase each year) Fall 2017
	Translate and publish outreach materials into Spanish	Outreach marketing campaign	Dean of Admissions and Records	By Spring 2016: Outreach materials available in Spanish
1.b. Improve the process of enrolling and assessing new students	Review current enrollment and placement policies/processes and make recommendations for improvement	Welcome Week Orientation modules New Student Convocation Admissions Counseling	Dean, Student Equity Dean of Admissions & Records	By Fall 2016: Streamlined assessment process established

Activities - Access 2/2

for improvement				
Access Goal (*cont.*): Increase the percentage of first-time-in-college Hispanic students				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
1.c Identify and disseminate additional data elements to provide more detailed information on access equity	Gather data re: multi-disciplinary FTIC enrollments to compare w/HS graduates; disaggregate data by gender and age; research disparate impact on foster youth, students with disabilities, veterans and other special populations	Research Office DSPS Office Veterans Office EOP&S Office	Dean, Student Equity Researcher Evaluator	Fall 2015 – Ongoing: Additional data elements are tracked related to student access equity

Activities – Course Completion 1/3

Completion Goal: Increase course completion for all students with particular attention to African American students.

Objectives	Activities	Coordination with existing Programs	Responsible Persons	Performance Measure/Timeline
2.a Increase faculty understanding/ implementation of retention and success strategies	Professional development and design support for faculty and advisors on retention and success strategies, including cultural competencies	Counseling Admissions & Records Student Success & Support Program Specialists(3SP) Learning Center Math/Science Jam	SSE Committee Dean of Student Equity Instructional Designer	By Fall 2016: 70% of trained faculty demonstrate increased knowledge of retention/success strategies and 50% of the cohort implement new strategies in classes
	Assess the quality of historic attendance data, analyze its validity, and install technology to facilitate communication about at-risk students	Counseling 3SP Specialists	Dean of Student Equity	By Fall 2016: 60% of African American students at-risk of dropping receive intervention services

Activities – Course Completion 2/3

Completion Goal (cont): Increase course completion for all students with particular attention to African American students.				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
2.b Develop new multi-disciplinary FTIC course	Sponsor 10 faculty to attend the national FYE Conference & best practice sites	Information Literacy workshops	SSE Committee Academic Senate Instructional Designer	By Fall 2015: Best practices identified and developed for FTIC course
	Faculty committee writes curriculum for new FTIC course	Information Literacy workshops Learning Center	SSE Committee Academic Senate Learning Center Dir.	By Fall 2015: FTIC course approved by Curriculum Committee
2.c Increase completion in gateway courses	Examine pre- and co-requisites for key courses	Curriculum Committee	Academic Senate	By Spring 2016: Success rates in Gateway courses increase
	Faculty develop a process for determining exit expectations for what students know, understand and do in gateway courses	Discipline faculty Outcomes Assessment Workgroup	Academic Senate Division Deans	By Fall 2017: 70% of aligned gateway courses show increased and equitable completion

Activities – Course Completion 3/3

2.d Identify additional data elements to provide more detailed information on completion equity	Gather data re: personal challenges that affect completion; disaggregated data by gender and age; research disparate impact on foster youth, students with disabilities, veterans and other special populations; compare compressed and accelerated completion rates with regular offerings	Research Office DSPS Office Veterans Office EOP&S Office	Dean, Student Equity Research Analyst	By Fall 2015: Additional data elements are tracked related to completion equity

Activities - ESL & Basic Skills 1/2

ESL and Basic Skills Completion Goal: Increase course completion in ESL for all students with a particular attention to Hispanic students, and in Basic Skills courses for all students with particular attention to African American and Hispanic students.				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
3.a Align policies, course design, and sequencing to reduce disparate impact on students	Sponsor faculty team (train-the-trainer) to course redesign training (e.g., Kellogg Center or NCAT)	PDCC Curriculum Committee	Academic Senate SSEC	By Spring 2016: 5-8 campus faculty train 40 instructors in the latest scholarship of course redesign
	Explore, develop & adopt effective policies & practices for when and how Basic Skills courses are taken	Academic Senate Curriculum Committee Enrollment Management Comm.	Curriculum Committee Instruction Council LLC SSEC	By Fall 2017: Sequencing policies are approved and published
	Review and analyze course content, design and sequence including non-credit approaches, for all ESL and Basic Skills courses	Curriculum Committee SSEC	Faculty Coordinator Instructional Designer Academic Senate Department workgroups	By Fall 2017: 80% of ESL and Basic Skills sequences and courses are reviewed and refined
	Basic Skills Summit to learn best practices and identify priorities for development		SSEC Dean, Student Equity Faculty	By Fall 2017: Roadmap developed for basic skills review and refinement

Activities - ESL & Basic Skills 2/2

3.b Increase course alignment with Common Core	Professional development for math and English faculty and high school teachers for course alignment	Curriculum Committee Department workgroups PDCC	Academic Senate Faculty Coordinator Basic Skills Deans	By Spring 2017: 70% of English and Math courses are reviewed for alignment with Common Core principles and HS classes
3.c Increase non-traditional Basic Skills and ESL course offerings	Explore integrated reading and writing courses, including accelerated or compressed modalities for developmental courses	Basic Skills Deans Faculty	Basic Skills Deans Academic Senate Learning Center Dir.	By Fall 2016: 3-5 courses developed for delivery in new modalities

Activities – Degree & Cert. Completion

Degree and Certificate Completion Goal: Increase degree and certificate completion with particular attention placed on African American and Hispanic students.				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
4.a Understand and communicate the disjuncture of the course completion rate and the award completion rate	Develop an ongoing data usage training program	Office of Research District Research CSSE Findings	Academic Senate SSEC Office of Research District VC of Research	By Spring 2016: 50 administrators and faculty demonstrate increased knowledge Completion and Award data
	Develop platform for proactive communication with students about momentum points and award status	A & R SSEC	Dean, Student Equity Program Specialist	By Fall 2017: system established for easy access to personal student progress data
4.b Increase student awareness of individual progress toward completion	Provide technology and training for students to follow personal progress	A & R District Technology SSEC	Dean, Student Equity A & R District Technology	By Fall 2017: All students nearing an award are notified

Activities - Transfer

Transfer Goal: Increase the number of students who transfer to a four-year university with particular attention to Hispanic and African American students.				
Objectives	**Activities**	**Coordination with existing Programs**	**Responsible Persons**	**Performance Measure/Timeline**
5.a Increase student awareness of transfer opportunity and support	Transfer month on campus – faculty and counselor focus on transfer activities	Career & Transfer Center Counselors Faculty	Transfer Center Dean, Student Equity Program Specialist	By Fall 2016: 60% of students who participate in transfer month activities demonstrate increased knowledge
5. b Increase transfer pathways	Provide professional development for CSU & MJC faculty	Career & Transfer Center Counselors Faculty	Academic Senate PDCC	By Spring 2016: 15 faculty members attend pathway sessions
	Develop 4 – 6 GE pathways with CSU Stan, including co-curricular activities	Career & Transfer Center Counselors Faculty	Academic Senate PDCC	By Fall 2016: 4-6 new GE pathways approved

CENTER FOR URBAN EDUCATION

Student Equity Plan Tool Kit – Reflection

1) What student group did we focus on?:

2) What disproportionate impact were we addressing?

3) What goal did we set?

4) What activity did we select?

5) What worked about this activity? :

6) What could have been better? :

7) What evidence of change do we have (data)? :

8) What else would we like to know?: