The California Guided Pathways Project
Readiness Assessment and Application Submission

California community colleges are invited to apply for participation. Please see also the Project Description and the Project Participation Agreement.

OVERVIEW & SUBMISSION GUIDELINES

California community colleges (individually accredited institutions) are invited to complete and submit—by 5 PM PT February 28, 2017—application materials for participation in the California Guided Pathways Project. Please note that eligibility is limited to individual colleges and does not extend to groups of two or more colleges comprising a district.

The application materials are designed to enable both the college and the project partners/advisors to ascertain the institution’s readiness for and commitment to three years of intensive work on institutional change, with primary focus on the work of designing and implementing academic and career pathways at scale — for all students.

Readiness Assessment & College Selection Timeline:

- March 20 - April 7, 2017: One-hour scheduled interviews with finalist college presidents and 3-4 other institutional leaders.
- By April 19, 2017: Project notifies colleges of selection decisions and works with selected colleges to launch advance work for Pathway Institute #1 in April, 2017.

Instructions for Submission of Application Materials: by 5 PM PT February 28, 2017

- Complete College Readiness Assessment.
- Complete Participation Agreement, signed and dated by the president/chancellor and the academic senate president.
- Email completed College Readiness Assessment and College Participation Agreement as an attachment to Rob Johnstone, Project Director, at rob@inquiry2improvement.com
- Confirmation of receipt will be provided.
- Please label your submission using the following format for the file name:
  California Guided Pathways Project Application [FullCollegeName].doc

For information regarding the application process and materials, please email Rob Johnstone, Project Director, at rob@inquiry2improvement.com.

For further information about project activities and goals, see the attached project description and description of the guided pathways model.
**SECTION 1: INSTITUTIONAL INFORMATION**

| **INSTITUTION NAME:** MODESTO JUNIOR COLLEGE | **DESIGNATED CONTACT PERSON/TITLE:** JENNI ABBOTT, DIRECTOR OF GRANTS & RESOURCE DEVELOPMENT |
| **CONTACT TELEPHONE:** 209-575-7795 | **CONTACT EMAIL:** ABBOTTJ@MJC.EDU |
| **INSTITUTION ADDRESS:** 435 COLLEGE AVE. | |
| **CITY, STATE, ZIP:** MODESTO, CA 95350 | |
| **WEBSITE URL:** www.mjc.edu | |

| **PRESIDENT’S NAME:** DR. JILL STEARNS | **PRESIDENT’S EMAIL:** STEARNSJILL@MJC.EDU | **PRESIDENT’S PHONE:** 209-575-6069 |
| **NUMBER OF YEARS CURRENT PRESIDENT HAS HELD THE POSITION:** 4.5 |
| **PRESIDENT’S ASSISTANT:** SABRINA MIRANDA | **ASSISTANT’S EMAIL:** MIRANDASA@MJC.EDU | **CONTACT TELEPHONE:** 209-575-6067 |

**APPLICATION IS FOR PARTICIPATION BY:** ☑ SINGLE COLLEGE ☐ MULTI-CAMPUS COLLEGE (ALL CAMPUSES) ☐ [MULTI-COLLEGE Districts MUST SUBMIT APPLICATIONS FOR INDIVIDUAL COLLEGES]

**IPEDS ENROLLMENT (Fall 2016 UNDuplicated HEADCOUNT CREDIT STUDENTS):** 17,958

**CHECK ONE PRIMARY LOCATION:** ☐ RURAL-SERVING ☑ SUBURBAN-SERVING ☐ URBAN-SERVING

**CHECK ALL THAT APPLY:** ☐ HISTORICALLY BLACK COLLEGE ☑ HISPANIC-SERVING INSTITUTION ☐ MINORITY-SERVING INSTITUTION ☐ TRIBAL COLLEGE

**CHECK ALL CREDENTIALS OFFERED AT YOUR INSTITUTION:** ☑ <30-CREDIT-HOUR CERTIFICATES ☑ >30-CREDIT-HOUR CERTIFICATES ☑ ASSOCIATE DEGREES ☑ BACHELOR’S DEGREES ☐ MASTER’S DEGREES
## Accreditation Status

**Check one:**
- [ ] CURRENTLY AFFIRMED
- [ ] PROBATION
- [ ] WARNING

**Regional Accrediting Organization:** ACCJC

**Next Accreditation Visit (Year):** October 2017

## Student Success Initiative Affiliation/Participation

**Check all that apply:**
- [x] Achieving the Dream
- [ ] Accelerating Opportunity
- [ ] Aspen Prize Finalist Network
- [ ] Complete College America Alliance
- [ ] BSI Transformation
- [ ] BRIC
- [ ] CalPASS
- [ ] California Acceleration Project
- [ ] Career Ladders Project
- [ ] CLASS (California Leadership Alliance for Student Success)
- [ ] Governance Institutes for Student Success (ACCT)
- [ ] New Math Pathways (Dana Center)
- [ ] Statway®/Quantway®
- [ ] Pathways to Prosperity
- [ ] Other (Please provide name):

## Percent of Credit Course Sections (Including Basic Skills Education) Taught by Full-Time Faculty in the Fall 2015 Academic Term

50.78%

## Name of the Major Transfer University (Largest Number of Students Transferring from Your College)

California State University, Stanislaus

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In the following section #2, respond to the listed questions. **Please adhere carefully to the stated word limits for responses.**
SECTION 2: READINESS—THE CURRENT STUDENT SUCCESS AGENDA

IN THE FOLLOWING SECTION #2, RESPOND TO THE LISTED QUESTIONS.
PLEASE ADHERE CAREFULLY TO THE STATED WORD LIMITS FOR RESPONSES.

1. Student Success Goals and Metrics
List in the box below the student success goals formally established for your institution. For each goal, state the specific metric used to measure progress toward goal achievement [If no goals have been established, simply leave this item blank.]

Three institutional goals were identified in relation to the college priority of removing barriers for students:
1. By fall 2020, persistence rates of first-time students will increase to 70%, an increase of 8 percentage points over a 2013-14 baseline of 62%.
2. By fall 2020, remedial math and English progress rates will increase to 50%, an increase of 10 percentage points over the 2013-14 baseline of 40%.
3. By fall 2020, 50% of the freshman cohort that enters in fall 2016 will graduate or transfer within 4 years, an increase of 8 percentage points over the 2008-09 4-year cohort baseline of 42%.

Are the student success goals incorporated into the institution’s strategic plan? □Yes □No

Is there a formal statement of governing board support for a student success agenda? □Yes □No

Is there a formal statement of governing board direction for achieving equity in student outcomes? □Yes □No

Is there a standing item on student success and equity on agendas for the governing board and/or board student success committee? □Yes □No

2. IEPI Student Success Goals and Progress
List in the box below the IEPI student goals established for your institution. For each goal, provide brief summary data indicating your college’s progress in achieving those goals. [If IEPI goals were used to respond to item #1 above, please so state and otherwise skip this item.]

The College uses IEPI student success goals as a minimum standard. Current IEPI goals include:
1. Course completion, a primary metric for the college: The minimum goal for course completion for 2016-17 is 68.2%, following the trend of increasing by .2 percentage points per year. The College is establishing an Early Alert system through Starfish by Hobsons to alert counselors and specialists when students are struggling.
2. ‘Overall completion’ measures the percentage of degree, certificate, and/or transfer seeking students starting for the first time, tracked for six years who completed a degree, certificate, or transfer related outcome. The overall completion goal is 48.1%, an increase of 1.3% over the previous year. The college is working on increasing the number of students who are enrolled in 12 or more units per semester. Counselors and Student Success Specialists are providing intrusive advising to students to encourage them to complete.

3. The college prioritizes the rate of progression through basic skills because so many of its students place in remedial math or English. The remedial rate measures the percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

   Math progression minimum goal: 49% of students who start below transfer will complete a college level math course, an increase of 4 percentage points. Math faculty recently developed a noncredit Math Emporium model for the lowest level developmental math courses. Students will work at an individual pace in a math lab using a software driven program. Math faculty will facilitate in the lab with the assistance of tutors. The courses were approved and will be taught beginning summer, 2017.

   English progression minimum goal: 45% of students who start below transfer will complete a college level English course, an increase of 1.7 percentage points over the previous year. English faculty developed an accelerated English course that takes students from the lowest level of English through developmental composition and into college level English. The new course enables students to learn the necessary content in six units, compared to 13 units in the traditional English sequence.

4. 57% of students who complete more than 8 units in CTE courses in a single discipline will complete a degree, certificate, apprenticeship, or transfer-related outcome, an increase of 1.5% over the previous year. The College is developing a Career Services Center in partnership with the Stanislaus County Workforce Investment Board to provide students with career counseling, student internships, and job placement services.

5. 1,480 students will complete a degree, an increase of 70 students over the previous year. Counselors and Student Success Specialists are contacting students at specific credit attainment levels to help guide them toward degree completion.
3. Data Collection and Use
Describe in the box below the institutional research capacity at your institution and the IT capacity to support data use in planning, decision making, and monitoring student progress (250 word maximum):

The College has prioritized the expansion of institutional research capacity in the last two years. College councils and committees are much more versed in success and equity indicators. During the development of the Educational Master Plan, key data sets were shared with divisions, followed by rich discussion to understand and analyze findings. The College now houses a Director of Research, a Research Analyst, and the Director of the Central Region Center of Excellence, providing the institution with institutional data, qualitative surveys, and labor market information. MJC has engaged the Center for Urban Education to lead semester-long data review sessions with faculty cohorts to engage in deep examination of individual program and course success and equity data. Institutional capacity is maturing as administrators and faculty are looking toward student data to develop and recommend solutions.

Two new technology platforms support the use of data in planning, decision making, and tracking student progress. Faculty are migrating Program Review to a new program, eLumen, which provides greater support for assessment and student learning outcomes, incorporating equity as a focus of learning assessment. Starfish by Hobson is being developed to track student progress and enable faculty, counselors, and support specialists to intervene when students begin to falter.

The College has a great deal of work ahead to reach the level of analytic capacity it hopes to attain. Administrators and faculty are investigating several models (software, training, and embedded program use) that provide visual data representation and increased analytic skills to campus users.

Does your institution routinely engage in longitudinal tracking of entering student cohorts?

☑ Yes ☐ No If yes, briefly describe in the box below how and by whom the cohort data are used (150 word maximum):

The College routinely reviews longitudinal student cohort data for multiple student groups. Administrators and faculty track progression and time to completion for disaggregated student populations. A current priority is the tracking of students who begin in developmental education courses. Faculty use these data in curriculum discussions and program planning in order to understand the impact on student persistence of multiple courses in a sequence. Through enhanced analysis of cohort tracking, faculty are increasingly aware of the cumulative impact of attrition through a series of courses. Math and English faculty have used these findings to redesign Basic Skills courses and sequences to address the historically low percentage of students who begin in Basic Skills and eventually complete a college level course.

Does your institution regularly report on clearly defined metrics for monitoring student progress and success?

☑ Yes ☐ No If yes, list in the box below the five metrics you consider most important:
These five metrics are considered fundamental at MJC:
1. Course completion rates
2. Fall to fall persistence rates
3. Degree or certificate completion or transfer
4. Student equity gaps (course completion, degree/certificate completion, transfer)
5. First semester GPA

If yes, briefly describe how and by whom at your college the metrics are used (150 word maximum):

Instructional and Student Services deans review these metrics on a regular basis in the weekly Deans Cabinet meetings. The Instruction Council routinely reviews success indicators. The Student Success and Equity Committee reviews success and equity data, and develops recommendations for interventions based on findings. The Distance Education (DE) Committee reviews these metrics for online students to strengthen online programs. The DE Committee developed an Online Readiness Certificate after analyzing online success rates. In a single semester (Spring 2015), students who completed the certificate for extra credit had 85% success compared to 52% success for students who did not complete the assessment.

Does your institution participate in student engagement surveys—CCSSE and/or SENSE?

☐ Yes ☐ No If yes, indicate the most recent year of survey administration at your college (survey data helpful but not required for project participation):

CCSSE (Community College Survey of Student Engagement): 2017

If yes, briefly describe in the box below how and by whom the student engagement survey results are used (150 word maximum):

The Research Office publishes CCSSE results on the MJC Research and Planning website. The Student Services Division reviews student responses in order to understand how student views differ from those of administrators and faculty. An example is that counselors say that career counseling is part of most student counseling sessions (85%); however only 30% of students responded that they often discuss career counseling with an advisor or instructor and 25% of students responded that they never have those discussions (2015 CCSSE). While there are multiple variables around career counseling, it is insightful for instructors and counselors to understand student perspective.

Briefly describe in the box below your two best examples of using data to explore and address a key student success issue. Indicate what issue the college was exploring, what the data showed you, what you did differently after reflecting on the data, and if possible, what the subsequent outcomes data showed were the new results (500 word maximum).

When developing the Student Equity Plan, the College discovered that the greatest achievement gaps were for African American and Hispanic students. In some programs, completion rates
ranged more than sixty points between highest and lowest achieving students. The College organized a group of faculty members to engage in deep review of success and retention data, disaggregated by ethnicity in their courses, identifying areas that need to be improved. These findings led to: (a) the development of student focus groups to better understand the root causes for student attrition, (b) close review and revision of course syllabi to increase positive information and support for students, and (c) rich discussion about ways to engage students from different cultural or ethnic backgrounds. Two separate cohorts of faculty have engaged in this semester-long study, including deep, individual review of course and program data. A duplicated head count of 17,198 students in 20 high-volume courses are impacted by changes in syllabi; student-centered and project-based instructional approaches; and increased understanding of the diverse cultural needs of the students in our classrooms.

Completion velocity data showed that the average time to earn a degree or transfer for our students is six years. We also saw that almost 70% of cohort students earn 30 units (nearly halfway to a degree), but only 11% actually earn a degree or certificate. These startling discoveries led to increased support services by adding six new counselors and thirteen new Student Support Specialists. This team contacts at-risk students, helps them navigate enrollment challenges, and connects them to critical services that help them stay in college and complete programs. The specialists are trained in how to work with students, using approaches developed through Growth Mindset Theory, including understanding that the mind is malleable, not fixed; the importance of feeling one belongs; and a connection between short-term actions and long-term goals (Yeager & Walton, 2011). Since fall 2015, over 4,800 students have been served through direct contact from these new specialists.

4. Student Learning Outcomes (250 word maximum)

Describe in the box below the extent to which your institution has completed and regularly updates definitions of student learning outcomes at the course, program, and institutional level:

Course, Program, and Institutional Learning Outcomes are developed by faculty, reviewed by the college-wide Curriculum Committee and tracked by the Outcome Assessment Workgroup (OAW). All SLOs are analyzed for major trends, and outcomes data is disaggregated across student populations to underscore the institution’s commitment to equity and closing achievement and learning gaps. Courses are on a regular schedule of assessment, in which departments report specific outcomes, instruments, and the number and percentage of students who meet the outcome. Assessment results are reported and reflected upon in Program Review, leading to revisions and updates to learning outcomes. Faculty members analyze results from courses and develop action plans in response to their assessment findings. The OAW promotes a culture of evidence by coordinating assessment results, analyzing and discussing implications, and reporting them across the college.

As part of MJC’s commitment to continuous improvement, the Academic Senate and governance councils developed a new timeline that expands the program review cycle into a two-year sequence. All courses are assessed once each two-year period, and all program and institutional outcomes are comprehensively analyzed in program review. The new program review calendar
allows for two program reviews inside of the existing five-year curriculum review cycle. Incorporated into this timeline and process are methods for qualitative analysis by faculty of the instruments and results. In spring 2017, the College will implement eLumen, a software program that enables the tracking of learning outcomes by student populations, and provides seamless transition to program review, based on these data.

Briefly describe in the box below how and by whom assessments of learning outcomes are used. Provide an example (150 word maximum):

In response to learning outcome results, faculty revise curriculum and instructional approaches. All courses and programs follow an assessment schedule. Program instructors discuss course learning outcomes (CLOs) to ensure they are well-aligned with program learning outcomes (PLOs), general education learning outcomes (GELOs), and institution learning outcomes (ILOs). Faculty began meeting several years ago for college-wide MJC Outcomes Assessment discussions, during which all CLOs were mapped to PLOs, GELOs and ILOs.

An example of the impact of PLO review is the development of a certificate and degree redesign by the Automotive faculty, leading to more accurate measures of student knowledge and skill outcomes. The revised program is comprised of a series of complementary short certificates that can be combined to form a customized program for students. Students can choose one, some, or all of the certificates covering all ASE Levels A1-L1 of testing.

5. Transferable Gateway Course Completion (500 word maximum)

Describe in the box below your institution’s best work to improve the number and rate of students who complete transferable gateway courses in English and math during their first year of college. [This might include, for example, changing placement policies, redesigning curriculum, implementing math pathways appropriate to different programs of study, etc.] Provide data!

College faculty and administrators developed a multiple measures policy in spring 2016/fall 2017. The new policy enables students to place directly into college level math or English courses or increase their placement in developmental courses, based on their high school GPA. Students are placed into courses based on GPA or assessment results, whichever places them at the highest level. Students will begin placing under this new policy in fall 2017 and the impacts of the policy will be measured in the coming months. In addition, faculty in the English and mathematics departments have worked to redesign curriculum that shortens the time for developmental students to move into college level courses.

A new, noncredit Math Emporium was developed to be piloted in summer 2017 for lowest level math content. The modularized courses were developed to enable students to progress through concepts at their own pace. This software-based approach includes a diagnostic element that focuses work where students most need it. Instructors and tutors will be in the math lab for additional assistance. Students can complete a module and move into the next, based on individual needs. This model was based on multiple emporium models across the country showing promising results and will be measured and refined over the next year. The Math Emporium will
enable students to potentially complete the equivalent of 10 units of math within a single semester.

English faculty researched and developed an accelerated English model that combines content from two developmental English courses with a college level composition course. The new course, English 45, is a six-unit course taught using accelerated learning pedagogy. All faculty teaching the course have completed California Acceleration Project (CAP) training. Success rates for the first student cohort (fall 2016) was 56%; however, when compared to the success rates of an English 49 cohort, (the lowest traditional English level), measuring their progression through English 101, (college level English), success rates were nearly twice as high in the accelerated model (56% compared to 28.7%).

The campus is engaged in many discussions about increasing the number of students who reach gateway courses in math, English, and other general education areas. While different disciplines are exploring a variety of options, it is an important issue which is preparing us to pursue the development of guided pathways.

6. Completion and Transfer Outcomes (500 word maximum)
Describe in the box below the results over the past 5 years of your institution’s best work to improve the number and rate of students who complete a certificate with value in the labor market, attain an associate degree, and transfer to a baccalaureate institution. Provide data!

Increased focus on education planning for individual students and advising toward certificate and degree completion have been a priority in the last several years. Degree and certificate completion rates have increased in the last three years from 1,836 to 2,236, an increase of 400 awards (22% increase). The student population grew by only 360 students during that timeframe (1.5% increase). MJC’s Agriculture and Environmental Science division is consistently in the top ten associate degree granting programs in the country (Community College Week, Top 50 Associate Degrees: Agriculture).

Program faculty and administrators have increased their focus on the value of graduating, and how that importance is communicated to students. These efforts have increased the number of students who attend the graduation ceremony from 366 in 2014 to 564 in 2016. The College also saw an increase in the number of faculty attending graduation ceremonies from 66 to 125, that year. We continue to work to improve interest and attendance at this event. The support of faculty in attending and encouraging students to attend has increased the likelihood that students will aspire to achieve it. In many CTE programs, students participate in program award ceremonies in addition to college graduation. These events often include employers at a graduation/job fair event where students interview and are often hired. Counselors, advisors and Student Success Specialists are intentional in reviewing individual education plans with students and helping them evaluate their progress toward completion.

College administrators, faculty, and researchers are examining exit points for students, and developing targeted support and interventions at key milestones in a student’s educational pathway. The college is targeting students who have earned a high number of credits to provide support and services at critical junctures that help these students complete.
A current priority is the development of a Career Services Center that provides career preparation, student internships referrals, and job placement services. The College is partnering with the local Workforce Investment Board to provide employment services on the campus through this new center. Transfer services are provided through a dedicated transfer office that assists students in transferring to institutions in the California State University system and the University of California system. Career and transfer support are priorities of the college.

7. Labor Market Information (500 word maximum)

Describe in the box below how and to what extent to which your institution systematically uses current labor market data/information to (1) align curriculum with labor market needs, (2) conduct career counseling and academic planning with students, and (3) assess employment/earnings outcomes for students after graduating.

Also indicate the number and percentage of entering students who currently experience career counseling, including labor market information as an established part of the college intake process.

MJC has forty-eight Career and Technical Education (CTE) programs that are developed and updated through ongoing engagement with industry advisory committees. Twenty-four committees with a total of 351 industry members meet regularly with faculty to discuss curriculum and new developments in the field. Members of advisory committees contribute equipment resources, financial resources, and clinical or internship opportunities for students. Eight recent programs were developed because of feedback from advisory committees:

- Large Animal Veterinary Technology (degree)
- Irrigation Construction and Installation (certificate)
- Irrigation Design (certificate)
- Irrigation Management (certificate)
- Irrigation Management (certificate)
- Respiratory Care Baccalaureate program (degree)
- Manufacturing Technology (certificate)
- Logistics and Supply Chain Management (certificate and degree)
- Chemical Dependency Counseling (certificate)

MJC hosts the Central Region/Mother Lode Center of Excellence, focused on labor market research and data in the Central Valley and Mother Lode Regions. The College regularly requests labor market information (LMI) for its service area and combines it with institutional data to understand the needs of the community and the impact of decisions on students. College administrators and faculty conducted a comprehensive review of current LMI in preparation for the development of Strong Workforce proposals in fall 2016. Faculty developed projects based on identified needs in the workforce.

Extensive LMI review and discussions were held with instructional divisions during the development phase of the MJC Educational Master Plan (EMP) in spring and fall, 2016. Researchers and administrators shared multiple labor market data sets with faculty and discussed the implications of a living wage, unemployment rates, industry and occupational gaps, education attainment rates, and population projections. Recommendations that came from these
discussions were foundational in the development of the EMP. Objectives and key activities were designed to address the findings from division labor market discussions.

Programs that have external accrediting bodies (nursing, medical assisting, respiratory care, fire science EMT) manually track student job placement. These programs have high retention, licensure passage and job placement rates. Initial career counseling is part of most general counseling intake sessions. Counselors estimate this to impact approximately 85% of entering students. The College has not tracked employment and earnings outcomes on a broad basis in the past. A Career Services Center is being developed that will provide stronger career counseling, student internships, and job placement services. Student placement and earnings will be tracked as part of this center, including an evaluation loop back to program faculty in order to refine and revise programs.

8. Promoting Equity

Does your institution routinely disaggregate and report data on student progress and completion by selected student characteristics?

- [ ] Yes  [ ] No  If yes, check all routinely disaggregated variables that apply
  - Race/ethnicity  [ ] Gender  [ ] Income  [ ] Enrollment status (FT/PT)
  - College readiness  [ ] First time ever in college

If yes, briefly describe how and by whom the disaggregated data are used (100 word maximum):

College committees and workgroups conduct extensive reviews of student progress and completion data as they develop strategic plans. These groups include the Education Master Plan workgroup, the Distance Education Committee, and the Student Success and Equity Committee. Members review disaggregated data in order to have a clear picture of how students are impacted by instructional methods and support services as they plan and evaluate programs. Division deans regularly review disaggregated data as they assess semester results and plan for scheduling and other programs as well as in deans meetings with other leaders to understand progress and completion as an institution.

Briefly describe in the box below your institution’s most successful work to improve equity in outcomes for the college’s students of color and students from low-income backgrounds. Include information about results, including also the number of students affected and what percentage that number is of the total target subpopulation of students. (500 word maximum)

MJC identified African American students as the student group with the greatest equity gaps in nearly every measure. The College has undertaken multiple activities to increase learning and completion for this student population, including professional development for faculty and students, expert consultants who came to the college to discuss effective approaches for reaching students of color, and focus groups to identify root causes of challenges for this population.
A room has been refurbished as a multicultural center where faculty meet with students for mentoring and academic support activities. Fifty male African American and Hispanic students are currently included in a “Male Collaborative” project. These students receive intensive coaching and intervention from two Student Success Specialists. The cohort of fifty is approximately 12.7% of the total target population in this pilot project (395 African American Males).

Administrators and faculty are currently working on the development of additional interventions at the College, focused on African American students. A fundamental challenge in all these discussions is how the college can scale effective practices that work for small cohorts, but which often require a high commitment of human resources. One element of the Male Collaborative project is the linking of courses into learning communities for students who commit to the program. This provides an informal peer support system without high cost. This program element can be leveraged with additional activities: workshops, study sessions, and mentoring.

Veteran students were also identified as a disproportionately impacted group. A Veteran’s Center was established through a grant from the Department of Education. This Center now includes a dedicated counselor and program specialist as well as peer mentors. Workshops and assistance with financial and other college services are coordinated through this center.

9. Policy Change (250 word maximum)
Describe in the box below a key policy change at the institutional level that has been critically important in your institution’s student success work. If possible, provide data illustrating the impact of the policy (how many students were affected, in what way, and with what results?):

The Student Services Division began a complete redesign of its operations in summer, 2016. In the last nine months, several key policies were revised:

- Job descriptions were redrafted to combine frontline Financial Aid and Enrollment Services staff members. The new position, Student Services Representatives (SSR), makes it possible for students to receive critical services in both areas from a single employee. The time students wait in multiple lines is greatly reduced. Technical and customer service training were included as the new positions were rolled out to ensure students would receive the assistance they needed in a single visit.

- After examining the percentage of students that placed in developmental level math and English courses over the last three years (96.5% in math; 64.1% in English), placement processes were revised to incorporate multiple measures that enable students to be placed based on ACT or SAT scores, or high school GPA.

- With an overwhelming need for student contact, the college designed a new position of Student Success Specialist. Thirteen new Specialists were hired with the specific responsibility of reaching out to approximately 5,500 first-year students each year, particularly those who are disproportionately impacted. These Specialists coach, encourage, and connect students to services and other professionals to increase individual success. The Success Specialists now work together with counselors to provide comprehensive support.
services to students. They have greatly increased the college capacity to help students find the support services they need.

10. Reallocation of Resources (250 word maximum)
Describe in the box below a recent example of significant reallocation of institutional resources (i.e., operating dollars, capital dollars, personnel, time) to support your college’s student success agenda.

One of the areas in which the College is particularly proud is the way individuals from diverse programs collaborate to produce extraordinary projects. An example is how multiple program resources were leveraged to renovate an entire floor of one of the campus buildings to become a Student Services Center. MJC received a Title V grant from the Department of Education to renovate space for new one-stop services for Financial Aid and Enrollment Services. Administrators from multiple programs began to envision ways to better serve students if additional space was added to the renovation. These additions caused construction and inspection costs to double. Through multiple planning sessions, program administrators from five different programs committed parts of their budgets to the project, including the Adult Education Block Grant, Disabled Student Programs and Services, Student Equity, Student Success and Support Program, Title V Grant, and general fund budgets. Each budget was restricted to funding allowable expenditures, based on initiative guidelines.

The result of this collaboration is a single floor that includes counseling, financial aid, enrollment services, career services, workshop space, orientation and education planning services, assessment and placement services, services for students with disabilities, health services, and student referrals to additional service. In addition to the establishment of physical space that co-locates essential student services, each department has a clearer understanding of other departments and how future planning and operations can to be leveraged to improve service to students.

11. Allocation of Resources (250 word maximum)
Briefly describe in the box below your college’s significant uses of California’s Student Success Initiative and Equity funding to support your college’s student success and equity agenda.

The Student Success Initiative and Student Equity Plan were designed to work closely together to increase learning, decrease equity gaps, and help students complete their educational goals. Funding from both plans was focused in three areas:

1) **Staffing in key areas that impact student achievement.** Careful planning for personnel was undertaken to provide direct student support. Both budgets were leveraged to hire six counselors focused on first-year student core services; thirteen Student Success Specialists to work directly with students in support of these core services; additional research staff to provide consistent data and analysis for faculty and administrators to evaluate and refine the
college success and equity agenda; and key administrators to direct the new work of both plans.

2) Professional development that increased knowledge and skills in reducing equity gaps and increasing individual success. Administrators and faculty from multiple departments researched effective practices and recommended experts to provide presentations, workshops over multiple months that explore student data and potential interventions, conferences for groups of faculty, and evidence-based models from other institutions that were investigated and developed into pilots at the College.

3) Technology (hardware and software) that enables staff to better analyze student needs and students to better understand individual progress and access academic support. Student labs, areas for workshops and group counseling, and software included a student portal, enrollment analytics, electronic education planning, and an early alert system for faculty to refer at-risk students have been priority funding areas to improve the student success and equity agenda.

12. Achieving Scale (250 word maximum)

Describe in the box below an evidence-based student success strategy that was adopted by your institution and successfully scaled to serve all students who could benefit from that strategy. Define the target population and provide the number of students involved, indicating what percentage that number is of the total credit student population (i.e., number of students involved divided by total Fall unduplicated headcount enrollment). Provide succinct data on results.

One example of a pilot that is now being scaled is Math Jam. Designed as a one-week review for students before enrolling in a math course, this program was offered for four years, attracting approximately 120 students each summer. Math Jam was used as a model for the development of a noncredit Math Emporium, recently approved by the Chancellor’s office to offer beginning summer 2017. The new model will be piloted, assessed, and refined over two semesters. A dedicated space is being refurbished as a lab setting with group seating for 40 students. Students can progress through lower-level math content at their own pace, potentially completing the equivalent of two five-credit courses in a single semester. Students will be scheduled three times each week at specific times to develop a natural cohort as they progress individually through the modules.

Plans are in place to offer two sections of the Math Emporium in summer 2016, with a total of 80 students. In fall 2016, four sections will be offered with a total of 160 students. It is anticipated that this program will grow, based on student demand over two years. When fully scaled, a single math emporium lab can accommodate 12 - 14 three-hour sections each week (including evening sections), with potential enrollment of 560 students. If the model is successful in accelerating student achievement, additional rooms will be identified. Currently, more than 2,200 students assess into the lowest level of traditional math, but only 120 seats are available.
In the last eighteen months, MJC has engaged in multiple efforts to thoroughly explore guided pathways. Several presentations of the model were made to faculty groups by Dr. Rob Johnstone, leading to dynamic discussions about the traditional approach of menu-based options for students compared to clear, but more narrow pathways. Division deans collectively read and discussed *Redesigning America’s Community Colleges* (Bailey, Jaggars, and Jenkins, 2015), and are now leading readings and discussions of the book with division faculty. Two summer faculty retreats included professional development and faculty discussion of the Guided Pathways model.

Many CTE programs are early adopters of a pathways approach. They advise students toward clear course sequences and embed targeted student support at important milestones for each student. Recently, a GE pathway was developed with an A.A. in the Humanities that transfers to a B.A. program at UC Merced and into a new M.A. Ethnic/Regional Studies degree to be offered at UC Merced. This pathway includes curriculum featuring scholarship and research related to the Central Valley.

Development of a guided pathways model is a key objective in the newly drafted MJC Education Master Plan, now undergoing review for constituent approval. College administrators, College Council, the Academic Senate, and the Board of Trustees have reviewed the ideas embedded in the model and have officially declared their support.

The College acknowledges that there are some on campus who are concerned about the implementation of such a model. There is a clear understanding that developing a focused approach for students may mean a reduction of courses or fewer choices for students. Instructional faculty and counselors recognize the need to redesign student advising in order to address the challenges associated with meeting the needs of 24,000 students. A guided pathways model, by design, brings change. It will require planning that involves difficult conversations. There is sincere commitment from the Institution that discussions throughout the development process will include broad opportunity for engagement from faculty.

The College recently attended the Achieving the Dream Conference in San Francisco (February, 2017). Twenty-five MJC stakeholders attended, including instructors, counselors, staff members, and administrators. The team focused on workshops about pathways, specifically, the effective use of data, and redesigning student advising. These campus leaders returned with a commitment to help their constituents understand the transformative possibilities of guided pathways.

MJC is dedicated to the community and the students who come to learn. They are the first priority. There is clear understanding that too many of the students who enroll never reach their stated educational goals. The College is also committed to collegial, collaborative work to develop a pathways model that can be broadly supported by faculty and staff and that will improve student achievement. Over the last two years, the College has expanded capacity in Student Services, piloted new approaches in developmental education, and explored guided pathways through campus-wide reading and professional development. These experiences have
greatly increased the institutional readiness to take on the work of redesigning how we help students reach their educational goals.

**INSTRUCTIONS FOR SECTION 3: GUIDED PATHWAYS READINESS CRITERIA**

IN THE FOLLOWING SECTION #3, RESPOND TO EACH ITEM IN TERMS OF THE AGREEMENT SCALE PROVIDED.

THIS SECTION SHOULD BE COMPLETED AND DISCUSSED BY MEMBERS OF THE COLLEGE LEADERSHIP TEAM, WORKING AS A GROUP.

ITEMS PERTAINING TO FACULTY ENGAGEMENT SHOULD BE DISCUSSED WITH FACULTY LEADERS AND THE COLLEGE ACADEMIC SENATE.

ITEMS PERTAINING TO GOVERNING BOARD COMMITMENTS SHOULD BE DISCUSSED WITH THE BOARD.

TO THE EXTENT POSSIBLE, IT WILL BE HELPFUL ALSO TO SEEK PERSPECTIVES OF OTHER GROUPS ON CAMPUS, AS APPROPRIATE TO THE TOPICS OF EACH SECTION.

**REMARKS** SHOULD BE BRIEF NOTES (1-3 BULLETS OR SENTENCES) ABOUT PARTICULAR STRENGTHS OR CHALLENGES THE INSTITUTION MAY BRING TO THE GUIDED PATHWAYS WORK.

**PLEASE NOTE** THE SCALE PROVIDED FOR SECTION 3 RESPONSES IS INTENDED ONLY AS A PROMPT FOR COLLEGE DISCUSSION AND SELF-ASSESSMENT. THIS IS NOT A QUANTITATIVE MEASUREMENT INSTRUMENT AND SHOULDN'T BE USED AS SUCH. DO NOT AVERAGE RESULTS ACROSS INDIVIDUAL RESPONDENTS OR ACROSS ITEMS.
## READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

### LEADERSHIP

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<tr>
<th>Scale: (1) strongly disagree</th>
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<tr>
<td><strong>Capacity and Commitment</strong></td>
<td>Check one: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: College leadership is committed to substantial redesign of academic programs, instruction, and student supports, starting with a critical review of the extent to which the college’s academic programs provide a clear and educationally coherent pathway for students to further education or directly to good jobs in fields of economic importance to the college’s service area.</td>
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<td><strong>Assessment and Remarks</strong></td>
<td>CHECK ONE: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: College leaders are enthusiastic about guided pathways. They understand the degree of analysis and development that will be necessary. The college has engaged over the last year in an extensive redesign of Student Services operations and has learned many lessons regarding the need for clear communication and broad engagement. These lessons have prepared leaders for the review and analysis of academic programs necessary to develop clear pathways for students.</td>
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<td><strong>College leadership has spent at least one year laying the groundwork for major reform, including engagement of faculty and staff across divisions and departments in discussions about student success data and strategies for improving student outcomes.</strong></td>
<td>Check one: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: The College has invested in professional development for faculty over the last 18 months related to pathway development, including conferences, expert presentations on campus, and data discussions related to persistence, success, and completion. Academic divisions are currently engaged in reading and discussing Redesigning America’s Community Colleges by Bailey, Jaggars, &amp; Jenkins.</td>
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<td><strong>College leadership is committed to a reform process that will likely take 4-5 years for full implementation.</strong></td>
<td>Check one: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: MJC leaders recognize the complexity of designing and implementing guided pathways. They are committed to dynamic, collegial work with faculty to develop a pathways structure that fits the culture of the College and improves learning and completion for students.</td>
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<td><strong>President/chancellor and senior administrators understand that implementing transformational pathways reforms will be hard, and they understand specific associated challenges.</strong></td>
<td>Check one: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: Administrators and faculty have engaged in robust discussions related to how pathways might be developed and what changes may be included. Leaders understand the challenges that accompany transformational change. The President has met with faculty leaders and discussed the challenges and merits of guided pathways with the Academic Senate.</td>
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<td><strong>Leaders have the strategic capacity to organize the college around a broad institutional reform strategy and have the vision, flexibility, and confidence to make substantial midcourse corrections as needed.</strong></td>
<td>Check one: [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5</td>
<td>Remarks: Because of broad discussion in preparation for the development of guided pathways, leaders and faculty are ready to undertake an institutional reform strategy. We have seen the potential impact of pathways, and are committed to the work required to implement the development process, including ongoing evaluation and improvement.</td>
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Governing board is formally committed to supporting leadership through a long-term reform process that will involve substantial and sometimes difficult change.

Check one:  □ 1 □ 2 □ 3 □ 4 □ 5
Remarks: The Yosemite Community College District (YCCD) Board of Trustees committed their support to the development of Guided Pathways on February 8, 2017. The College is committed to providing ongoing information to the Board regarding this process, including the reform of processes and structures that lead to improved clarity for students.

Governing board is committed to spending regular time in work sessions, retreats, and/or regular meetings in discussion and review of data on student progress and completion and the work of pathways design and implementation.

Check one:  □ 1 □ 2 □ 3 □ 4 □ 5
Remarks: The YCCD Board of Trustees is committed to improving student success and will support the development of Guided Pathways at the college, including time in work sessions, retreats and other meetings.

**SECTION 3: GUIDED PATHWAYS READINESS CRITERIA**

**READINESS FOR PATHWAY DESIGN & IMPLEMENTATION**

**MAGNITUDE OF INSTITUTIONAL CHANGE**

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<th>Scale:</th>
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<td>Capacity and Commitment</td>
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Leaders in the campus community understand that numerous systems and processes may need to be redesigned and are committed to making substantial changes in multiple areas including student intake (assessment, advising, orientation, registration, class scheduling); curriculum; and instruction.

Check one:  □ 1 □ 2 □ 3 □ 4 □ 5
Remarks: Because the college has engaged in multiple presentations, conferences, and research related to guided pathways, there is a broad understanding that in order to change outcomes for students, we must approach solutions in a different way. Executive leaders, deans, and faculty leaders have discussed the need for deep engagement and willingness to make changes as we develop a model to guide students toward the completion of their educational goals.

College is committed to strengthening functions that may be under-developed (e.g., career advising) and scaling experiences important to student progress and success.

Check one:  □ 1 □ 2 □ 3 □ 4 □ 5
Remarks: MJC is already taking steps to strengthen career advising and support services. A Career Services Center is being developed in a renovated space, including student internship development and job placement partnerships with county employers and the local Workforce Investment Board. Pilot projects in a variety of areas are in different stages of development: (First-Time-In-College course, Accelerated English, noncredit Math Emporium, Male Collaborative program). All new approaches include analysis and plans for how they will be scaled.
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<td>The discussion of possible program or course elimination is difficult. Leaders understand that developing a streamlined pathway for students means we must simplify how they navigate, which may mean fewer choices. We understand that our primary commitment is to student learning and completion. There is confidence that leaders and faculty will discuss and analyze any potential eliminations with care and high faculty engagement, and that decisions will be determined in the best interest of students.</td>
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College leaders understand that pathway design work will involve streamlining curriculum, including potential elimination of courses and programs and reduction of credit hours students must complete for degree attainment.

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<td>One of the aspects of the guided pathways model that is most interesting to the College is the intentional integration of student support at important milestones and typical exit points. We see this as an opportunity to focus student support where it will have the greatest impact.</td>
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College is committed to integrating important and effective supports into student pathways as the alternative to typically disconnected and optional services.

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<td>College administrators and faculty have engaged in multiple discussions about prescriptive choices for students. There is a broad recognition that students of color, low-income students, and first generation students do not succeed at rates that are similar to students who have strong academic role models and the financial stability to explore. We see the concept of increased structure as including strong advising models to help students make well-informed choices and provide targeted support that puts them on clear pathways to their goals.</td>
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College leaders understand that pathways reforms will involve more structure and more prescription for students.

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<td>1</td>
<td>The College recently engaged in the development of an Education Master Plan, linking initiatives to campus identified priorities. Guided pathways is a prioritized initiative, enfolding multiple other activities. We see this opportunity as an overarching approach to streamline our mission to “transform lives through programs and services informed by the latest scholarship of teaching and learning”. We want this to be successful. We will dedicate the resources that are necessary to ensure students have clear pathways.</td>
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College leaders have the will and the capacity to shut down or substantially curtail initiatives or programs in order to dedicate resources to more coherent and effective student experiences.

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<td>College leaders look forward to developing a model that meets student needs. They have the will and capacity to reallocate resources where necessary to scale an effective model to the level where we can impact all MJC students.</td>
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### READINESS FOR GUIDED PATHWAY DESIGN & IMPLEMENTATION

#### FACULTY ENGAGEMENT

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College leaders, including faculty and student services leaders, are committed to designing and executing a comprehensive plan for broad and deep faculty and staff engagement in work to design and implement guided pathways for students.

Check one: [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5

Remarks: College leaders, including Academic Senate leaders are committed to broad faculty engagement to design and implement guided pathways. The Education Master Plan includes a design for such engagement in the development of this initiative. Academic Senate Leaders are committed to being the “tip of the spear” in developing Guided Pathways.

There is commitment from the Academic Senate to support the Guided Pathways Project work. [See also signature requirements and College Participation Agreement below.]

Check one: [ ] 1 [ ] 2 [ ] 3 [X] 4 [ ] 5

Remarks: The Academic Senate formally articulated its support for the development of Guided Pathways on February 2nd, 2017.

At least one faculty representative is on the project leadership team.

Check one: [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5

Remarks: College administrators and faculty leaders are universally committed to one or more faculty representatives serving on the project leadership team.

College faculty recognize that some changes in faculty roles and responsibilities will likely be part of the institutional change needed to support guided pathways for all students.

Check one: [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5

Remarks: Because of the broad study of guided pathways, many (but not all) faculty have clear understanding of the importance of faculty roles in this process. That is not to say that all faculty understand the details of necessary institutional change; however, there is general understanding that we must make changes to help students reach their goals. Faculty are willing to engage in the development process leading to a guided pathways model at the College.

College faculty are committed to reviewing, revising, and aligning course and program student learning outcomes with (1) employer-vetted career/occupational competencies and (2) primary transfer institutions’ requirements to support the Guided Pathways work.

Check one: [ ] 1 [ ] 2 [ ] 3 [X] 4 [X] 5

Remarks: Faculty support the development of program alignment with employer-identified competencies and transfer requirements from primary university partners. Most CTE programs are already working closely with industry advisory committees to meet employer needs.
## READINESS FOR PATHWAY DESIGN & IMPLEMENTATION FRAMEWORK
### DATA COLLECTION, ANALYSIS AND USE

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<th>Scale: (1) strongly disagree</th>
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**At multiple levels within the college, disaggregated longitudinal data on student progress and success are regularly examined and plans are developed to improve outcomes where weaknesses are identified.**

**Check one:** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

**Remarks:** Over the last two years, administrators and faculty have reviewed disaggregated, longitudinal data on student progress and success on a regular basis in multiple council and committee meetings. Intense review of program and course-level data were part of a semester-long examination of disproportionate impacts by a cohort of faculty in fall, 2016. A second cohort began the same study of their course and program data in spring, 2017.

**The college IR and IT functions regularly track student participation in support services.**

**Check one:** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

**Remarks:** Tracking student participation in support services is a priority of the Research Office. They regularly track the impact of services that include tutoring, counseling, interaction with Student Success Specialist, and other interventions. The College is currently engaged in the development of an Early Alert System with Starfish by Hobsons that will track services for individual students.

**The college governing board regularly sees, reviews and discusses data on student progress and success.**

**Check one:** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

**Remarks:** College leaders regularly report student progress and success at District Council meetings and in Board reports.

**Faculty and student services professionals regularly see, review, and discuss data on student progress and success and determine action steps.**

**Check one:** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

**Remarks:** The Student Success and Equity Committee was formed two years ago specifically to review progress, success, and equity student data and recommend interventions.

**College leaders are committed to report on selected metrics to establish baseline performance and progress, from the beginning of the project until three years after the 3-year project ends.**

**Check one:** [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5

**Remarks:** As college capacity to track and analyze data has increased, researchers and leaders have begun establishing baseline data in order to measure progress. We have learned the importance of setting these measures and we are committed to following the practice for this project.
### TECHNOLOGY

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<tr>
<td>The college has in place technology tools to support academic planning and advising.</td>
<td>Check one: 1 2 3 4 5 Remarks: We are currently working to implement Starfish by Hobson, specifically to support academic planning and advising. We expect to pilot the program in summer 2017.</td>
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<td>The college has in place technology tools that enable students, advisors, and faculty to track student progress through a defined pathway.</td>
<td>Check one: 1 2 3 4 5 Remarks: We anticipate the ability to track progress by individual student with Starfish.</td>
</tr>
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<td>The college has in place technology tools to support career counseling, including employment and salary information and transfer and bachelor’s degree attainment data.</td>
<td>Check one: 1 2 3 4 5 Remarks: We recently obtained a license for JobSpeaker, a program that supports career counseling, employment, and salary information. We plan to begin using it in the Career Services Center in summer, 2017. We are exploring technology that enables us to better track transfer and bachelor’s degree attainment.</td>
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<tr>
<td>The college has in place technology to support learning analytics.</td>
<td>Check one: 1 2 3 4 5 Remarks: The college recently obtained a license for eLumen, a program that provides learning analytics for student assessment and outcomes. Program Review is currently being moved to this platform.</td>
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### PARTNERSHIPS

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<td>The college has strong partnerships with baccalaureate institutions that receive the largest numbers of transfer students from the college.</td>
<td>Check one: 1 2 3 4 5 Remarks: Administrators and faculty from MJC and CSU Stanislaus work closely on multiple program and support projects to ease student transition between the two institutions.</td>
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<td>There is a pattern of trust between the college and the four-year colleges/universities at which most of the college’s transfer students enroll evidenced through data sharing about student transitions and performance.</td>
<td>Check one: 1 2 3 4 5 Remarks: Institutional and professional relationships have been developed with CSU Stanislaus over a number of years. The CSU is committed to strengthening the connection between the two institutions.</td>
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<td>The college has strong partnerships with major employers and workforce/ economic development entities that can assist with alignment of pathways to jobs with value in the labor market.</td>
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<tr>
<td><strong>Remarks:</strong> MJC has long-standing professional relationships with employers as well as the County Workforce Investment Board and economic development agency. There is ongoing collaboration to understand community needs and partner in the development of training and education that addresses labor market gaps.</td>
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<th>The college has strong partnerships with the K-12 schools and systems from which their largest numbers of recent high school graduates come for college enrollment.</th>
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<td><strong>Remarks:</strong> The College works closely with the Stanislaus County Office of Education (SCOE), Modesto City Schools, and other school districts in the service area. There are current efforts to expand dual enrollment with K-12 partners. Multiple college classes are now being taught in high school classrooms to junior and senior students.</td>
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In 500 words or less, describe in the box below why your institution wishes to participate in the California Guided Pathways Project and what your shared aspirations are for work to be accomplished through your college’s participation. Please state a compelling case as to why adopting a guided pathways model at your institution is the critical next step in helping more students complete programs, earn credentials, and/or transfer.

Modesto Junior College sits in the center of California’s Central Valley. Unemployment rates hovered at 19% during much of the recession and are still higher than rates in either the state or the nation. Modesto is ranked 6th lowest in the nation in educational attainment (Wallethub, 2016). This distinction is a rallying cry for the only public higher education institution in town. College administrators and faculty recognize the need for clear guidance in order for students from this community to succeed. The service area is home to refugees, immigrants, migrant farm laborers, and indigenous groups, among others. More than thirty different languages are spoken in the community. The College has a diverse body of students, reflective of the surrounding community. It serves approximately 24,000 full- and part-time students, many of whom are first-generation students.

The high unemployment rate in the community means many students are low-income. Eighty-five percent of MJC students qualify for a Board of Governors (BOG) fee waiver. Many are underprepared for college level work. Many are single parents or carry multiple part-time jobs. Only a third are full-time students. The low educational attainment means most MJC students do not have strong academic role models to help navigate the complexities of college. One staff member told of a high school student in the service area visiting the campus for the first time. While the college was only twenty miles from the student’s home, his mother packed several food items, worried that the “trip” would be long and he would need food. Many potential students and their families, particularly English language learners, have never been on the college campus.

Only 43% of MJC students who aim to complete a degree or certificate actually succeed (2006-2009 cohort). This figure is severely impacted by the number of students who are never able to progress through the developmental math or English sequence, essential to obtaining a degree. Only 41% of developmental English students progress through a college level English course. Only 36% of math students who start in Basic Skills reach college level math. Data that is disaggregated by student population shows an even bleaker picture (i.e., only 28% of African American students progress through developmental math to college level).

The high needs of students who enroll at MJC led college administrators and faculty to look for models that would provide strong solutions for student achievement. Over more than a year, multiple initiatives were studied, projects were piloted, and the collective will of the college began to combine toward the support of Guided Pathways. MJC constituents acknowledge this is a
demanding undertaking, requiring thorough analysis of data; honest, dynamic discussion; and willingness to let go of traditional mindsets in order to develop clear maps and support for students. We understand the nature of this initiative requires change. While no one thinks that will be easy, we are committed to developing, discussing, assessing, refining, and implementing Guided Pathways to increase our students’ ability to identify, excel in, and complete their educational goals.

Indication of governing board support (describe action taken and date):

On Wednesday, February 8, 2017, the Yosemite Community College Board of Trustees unanimously voted to support MJC’s application to participate in the California Guided Pathways Project. During the Board meeting, one trustee thanked the MJC President for pursuing this application and providing a thorough summary of what the project would entail.

Indication of academic senate and/or faculty union support (describe action taken and date):

On Thursday, February 2nd, 2017, the MJC Academic Senate voted unanimously to support MJC’s application to participate in the California Guided Pathways Project.

THE COLLEGE PARTICIPATION AGREEMENT ON THE FOLLOWING PAGES MUST BE COMPLETED, SIGNED BY THE PRESIDENT, ACADEMIC SENATE PRESIDENT, AND DISTRICT CHANCELLOR AND SUBMITTED WITH THE APPLICATION MATERIAL AND READINESS ASSESSMENT.

SUBMISSION DEADLINE IS FEBRUARY 28, 2017.