## COMPONENT ONE: Remove Academic Barriers

<table>
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<tr>
<th>Goal</th>
<th>Measurable Objectives</th>
<th>Problem to be solved</th>
<th>Key Strategies</th>
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| #1. Improve retention and success rates for disadvantaged students | **Objective 1.1** By September 2020, fall to fall persistence rates of first-time students will increase to 70%, an increase of 8 percentage points over the 2013-14 baseline of 62% (64% by 2017, 66% by 2018, 68% by 2019, 70% by 2020). *Addresses Competitive Preference Priority #1*  | ▪ Students are underprepared for college-level work  
▪ 38% of students drop out during their first semester and never return | Student Success Coaches deliver interventions to high risk students, including study skills and time management assistance, supplemental learning, and case management |
| | **Objective 1.2** By September 2020, remedial math and English progress rates<sup>12</sup> (those who move from pre-college to college level) will increase to 50%, an increase of 10 percentage points over the 2013-14 baseline of 40% (44% by 2017, 46% by 2018, 48% by 2019, 50% by 2020). *Addresses Competitive Preference Priority #2* | ▪ More than half of new students assess into remedial coursework  
▪ There is insufficient academic support for underprepared students | Multiple method assessment tools integrated into placement determinations  
Remedial courses combined and accelerated to infuse high impact instructional practices |
| #2. Shorten time to graduation or transfer | **Objective 2.1** By September 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 cohort baseline of 42% (44% by 2017, 46% by 2018, 48% by 2019, 50% by 2020). *Addresses Competitive Preference Priority #2* | ▪ Students have low research, math, and writing skills  
▪ Students have insufficient academic support  
▪ Some students are in remedial courses four semesters or longer  
▪ Students take an average of six years to graduate or transfer  
▪ Students have limited opportunity to apply for competency-based credit | Supplemental learning modules created and delivered based on areas of high need: research & citation skills, math skills, writing, presentation preparation  
Remedial courses combined and accelerated to infuse high impact instructional practices  
Implicit messaging to students to increase goal setting, academic confidence, and a feeling of belonging at the college  
Options to apply for competency-based credit for life experience |

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<sup>12</sup> Successful completion of the final pre-transfer math or English course with a ‘C’ or better as measured by the California Chancellor’s Office Student Success Scorecard remedial Math/English Metric
### COMPONENT TWO: Removing Procedural Barriers

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| #3. Coordinate support services and staff training to simplify transactional tasks for students and provide excellent customer service | **Objective 3.1** By September 2020, 65% of surveyed students will respond that support services are satisfactory, an increase of 10 percentage points from the baseline of 55%. | ▪ Policies and procedures have developed without strategic direction  
▪ Students struggle to know who to ask for help  
▪ Many students do not feel they belong at the college  
▪ The college lacks a comprehensive approach to training its employees in how to serve students | ▶ Comprehensive review and revision of key policies and processes to coordinate services  
▶ Publish clear methods of reaching college Service Center as a single point of contact  
▶ Implicit messaging to students to increase academic confidence and self-efficacy  
▶ Comprehensive classified support staff training program developed to improve delivery of student services  
▶ Develop common job duties for front-line administrative staff members to address financial aid, admissions, and business transactions at a single stop |

### COMPONENT THREE: Removing Physical Barriers

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| #4. Provide “One-Stop” support services with online, telephone, and face to face support for students | **Objective 4.1** By September 2020, 90% of transactions related to college enrollment, course changes, financial aid, and payment of fees will be processed at Student Service Centers (face to face, telephone, or online), located on each of the MJC campuses | ▪ Limited funding to implement facility-related changes  
▪ Limited funding to establish a training program for staff  
▪ Limited personnel to help high-risk students succeed  
▪ Limited support services available online | ▶ Renovate office spaces to establish two Student Service Centers, one on each campus  
▶ Develop a classified staff training program to develop breadth of skills  
▶ Employ 2 new Student Success Coaches to coordinate supplemental learning support  
▶ Develop electronic service center to support online services |