

## MJC Vision Goals

Developed Spring 2019

	Chancellor's Office Vision Goals (to achieve by 2021-22)	Goal 5: Reduce Equity Gaps in each metric by 40%	Institutional Areas to meet Targets (General areas that need to be more deeply considered, including development of a timeline & responsible parties)
1	<p><b>Completion</b> (increase by 20%: earned a degree or certificate) <b>Increase from 1500 annually to 1800 annually (300 additional students)</b></p>	<p><b>14</b> additional African American students would complete (<b>Total: 42</b>)</p> <p><b>93</b> additional Hispanic students would complete (<b>Total: 745</b>)</p>	<ul style="list-style-type: none"> <li>▪ Textbook and subscription costs</li> <li>▪ Automatic degree conferral</li> <li>▪ Waitlists (course enrollment capacity)</li> <li>▪ Scheduling issues (term length, start times)</li> <li>▪ Registration (process, priority)</li> </ul>
2	<p><b>Transfer</b> (increase by 35%: transfer to a CSU or UC) <b>Increase from 1,068 annually to 1,442 annually (374 additional students)</b></p>	<p><b>15</b> additional African American students would complete (<b>Total: 29</b>)</p> <p><b>94</b> additional Hispanic students would complete (<b>Total: 567</b>)</p>	<ul style="list-style-type: none"> <li>▪ Outreach to the community</li> <li>▪ Financial literacy for students</li> <li>▪ First-Time-In-College course</li> <li>▪ Intentional advising by program faculty</li> <li>▪ K12 &amp; CSU/UC articulation (WOW program)</li> </ul>
3	<p><b>Unit Accumulation</b> (decrease # of units accumulated when a degree is earned to 79) <b>Decrease to 79 units (16 fewer units)</b></p>	<p><b>12</b> fewer units for Asian students (<b>Total: 97</b>)</p> <p><b>10</b> fewer units for Unknown students (<b>Total: 93</b>)</p>	<ul style="list-style-type: none"> <li>▪ AB705</li> <li>▪ Contextualized math and English</li> <li>▪ Guided Pathways improvements</li> </ul>
4a	<p><b>Workforce</b> (76% employed in the field of study) <b>Increase from 68% to 76%</b> (approx. 350 students)</p>	n/a	<ul style="list-style-type: none"> <li>▪ Communication to students about CTEOS Survey</li> <li>▪ LinkedIn accounts for students</li> <li>▪ Employer partnerships</li> <li>▪ Alumni use of Career Services</li> </ul>
4b	<p><b>Living Wage</b> (Among all students who exited and did not transfer, the % who attained a county living wage for a single adult) <b>Increase from 52% to 55%</b></p>	<p><b>36</b> additional African American students (<b>Total: 126</b>)</p> <p><b>4</b> additional American Indian/ Alaska Native students (<b>Total: 14</b>)</p> <p><b>7</b> additional students from 2 or more races (<b>Total: 23</b>)</p>	<ul style="list-style-type: none"> <li>▪ Financial literacy (long-term planning, debt, investment, budgeting)</li> <li>▪ Labor Market information to students (Program Profiles)</li> <li>▪ Identification of learning outcomes and competencies</li> </ul>