

Modesto Junior College - Guided Pathways

Description

COLLEGE: Modesto Junior College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact

Jennifer Zellet PhD
Vice President of Instruction
zelletj@mjc.edu
575-6080

Alternate Point of Contact

Albert Alt
Vice President of Administrative Services
alta@mjc.edu
209-575-6122

Alternate Point of Contact

Dr. Jennifer Zellet 5756058
Vice President of Instruction
zelletj@mjc.edu
209-575-6058

Alternate Point of Contact

James Todd
toddj@mjc.edu

Certifying Contacts

Chancellor/President

Jill Stearns
StearnsJill@mjc.edu

President, Academic Senate

Curtis Martin
President, Academic Senate
martinc@mjc.edu
209-575-6277

Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✓	✓	✓	✓
2. Shared Metrics	✓	✓	✓	
3. Integrated Planning		✓	✓	
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✓	✓		
5. Intersegmental Alignment		✓	✓	✓
6. Guided Major and Career Exploration		✓	✓	✓
7. Improved Basic Skills	✓	✓		
8. Clear Program Requirements		✓	✓	
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports	✓	✓	✓	✓
10. Integrated Technology Infrastructure	✓	✓	✓	
11. Strategic Professional Development	✓	✓	✓	✓
12. Aligned Learning Outcomes	✓	✓		
13. Assessing and Documenting Learning	✓	✓	✓	✓
14. Applied Learning Outcomes		✓	✓	✓

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Using Data to Plan - The Integrated Plan submitted to the CCCC has data on our students with regard to preparedness and completion, and this data along with key

indicators will be consulted along with the timelines for implementation of the Guided Pathways framework to determine where to focus energies and time. Elements broken out in that plan (e.g. identification and support of particular student groups) support the elements of Guided Pathways. In addition to the Integrated Plan, MJC submitted in its Quality Focus Essay two action projects, and Action Project number two is dedicated to "Establishing Clear Educational Pathways for Students." From this plan, there are distinct goals: 1. Strengthen support networks for student advising (specialists, counselors, advisors) a. Improve early alert processes that refer students to additional support services 2. Identify and publish entry-level pathways (areas of focus or meta-majors) Continued improvement of access to and through gateway courses (e.g. English and Math) - AB705 is requiring a speedier timeline than had been anticipated, particularly in addressing non-transfer levels of mathematics. Progress has been made both in curriculum (especially in English, where only one accelerated course remains that is non-transfer level) and in the implementation of multiple measures to open access to students; however, more curricular changes are anticipated in the area of math in order to both improve access and success, and comply with AB705.

EXISTING EFFORTS: Using Data to Plan - In the Educational Master Plan, the work of the college is separated out into workgroups, and both of the items suggested in the box above are initially

addressed through the Student Services workgroup, the Basic Skills workgroup, and the Pathways workgroup. The Student Services Team has already made great strides in this area by revamping student advising. The student advising workload has been reorganized into cohorts and also by academic division. Counselors work with Success Specialists and Instructional Faculty to support students through academic and social challenges. The anticipated implementation of Hobson's Starfish will supplement these activities by providing early alerts and centralization of data. In addition to these efforts, the PIT Crew (Pathways Implementation Team) has presented to the campus a plan and timeline that has, by 2018-19, the naming and determination of both metamajors and the design of a "Flexible First Year", which promotes the highest probability of transfer-applicable courses within a student's chosen metamajor. A Leading from the Middle group has made the identification of the "Flexible First Year" their project, and that will include a 2-day retreat to train and assign work to faculty, periodic summer check-ins on progress, and roll-out for constituency approval in fall 2018. Continued improvement of access to and through gateway courses - Faculty within the basic skills areas are in training through CAP and other professional development opportunities to create accelerated curriculum for English and math. English has already narrowed down the on-ramp to the transferable English course, and is prepared to meet the requirements for implementation of AB 705. Math is in the throes of curriculum conversations and redesign, and new curriculum for accelerated and/or non-credit courses is anticipated in the fall of 2018. Statewide requirements for implementation for the math portion of AB705 are still under discussion; however, through recent implementation of multiple measures and anticipated curricular redesign, access and success will be improved.

MAJOR OUTCOMES: Success looks like...data discussions (like we have learned in CUE training) in division and department meetings that identify disproportionately impacted groups, then make plans to address gaps; implementation of Starfish and campus-wide professional development to train teams on intervention; naming of metamajors by fall 2018; construction of flexible first year, ready for approval fall 2018; research and proposals for discussion from both the Developmental Education and Non-credit EMP Workgroups that define best practices and offer alternative paradigms; professional development geared to enhance pedagogy and promote cultural competency. These trainings will result in improved curriculum that promotes compliance with AB705 and thus open access to gateway courses; defined and identified targets for improvement. Based on data exploration, the math and English departments will define targets for improvement based on new circumstances (e.g. utilization of multiple measures, AB705, and revised curriculum); by spring 2019 proposed student support systems for English and math to facilitate success under the new AB 705 model.

2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: Identify benchmarks and data points to track student progress through metamajors and majors - During the conversations about identifying metamajors, we have prime

opportunity to discuss benchmarks and data points that will offer the most helpful information for instructional faculty and student support teams. The Leading From the Middle initiative will offer opportunity for detailed dialogue between instructional faculty, counselors, classified professionals and administrators to gain consensus on these data and learn from the counselors what actions are triggered at each stage based on the intrusive advising model. (Target date: end of spring 2019) Data Utilization - As stated in the self-assessment, "We do not always get to the part of the discussion where we uncover what the data might mean. The College is working to address this challenge through consistent sharing of key reports and through faculty training in ways to understand and analyze data." At this point, continued conversation about closing equity gaps (using the CUE Model under which deans and faculty have been trained), is expected. Deans will continue to hold data conversations with their divisions, and data will continue to be utilized in Program Review to promote continuous quality improvement. (Target date: end of spring 2019) Setting Goals for Increasing Success and Completion - There are multiple sources of data at the disposal of the institution by which improvement targets can be set. In addition to all of the data and metrics embedded in the Integrated Plan, involvement with CAGP Institutes, the Educational Master Plan, and the Office of Research page on the MJC website offer rich sources of data from which faculty and classified professionals can draw. As noted in the self-assessment, "One of the challenges we face is in setting goals for increasing success and completion." In developing the EMP, the institution agreed upon increasing completion by 10 percentage points, and it is crucial that we keep this goal at the fore. In the upcoming year, we will break down the goal by divisions and departments and encourage departmental and individual goal-setting to promote the achievement of this goal. (Target date: end of spring 2019)

EXISTING EFFORTS: Identify benchmarks and data points to track student progress through metamajors and majors - The rollout of Hobson's Starfish will assist in the tracking of benchmarks and data points for students. This is anticipated in fall 2018, though possibly could be delayed until spring 2019. Data Utilization - Decision making and planning for the Pathways framework has been informed by data derived from the Institutes, the EMP, the Integrated Plan, and our Quality Focus Essay that was a part of our 2018 Accreditation Report. These sources of data and their accompanying plans will continue to drive the efforts to more deeply institutionalize the utilization of data. Setting Goals for Increasing Success and Completion - The EMP and the Integrated Plan are the sources of our goals for Student Success and Completion. These plans and documents will continue to guide our efforts to improve in this area.

MAJOR OUTCOMES: Success looks like...full implementation of Hobson's Starfish; regular, agenda-driven data discussions at department, division, and council meetings that promote informed decision making; achievement of goals and targets based on data driven decisions.

3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

CURRENT SCALE OF ADOPTION: Full Scale

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Full Scale

MAJOR ACTIVITIES: PIT Crew - This cross-functional implementation team for guided pathways is the hub of planning, communication, and implementation. Comprised of faculty, counselors, classified professionals, students, and administrators, this group meets weekly to construct campus-wide activities, implementation plans, communication strategies, and makes

recommendations with regard to professional development and cultivation of other participants in the guided pathways framework. The main task is to keep the campus moving toward the goals on the implementation timeline, and ensure that as we develop this framework at Modesto Junior College that the process is collegial and broadly inclusive. Paving the Path activities, the website, communications (email, video, through councils, etc.) stem from this group. Leading From the Middle - This team's task is to identify and work with key faculty leaders from each program area to 1. define metamajors, 2. construct flexible first year, 3. work on program maps. Tasks 1 & 2 are to be accomplished this summer into fall, then put through the participatory governance process. While that is making the rounds for input and improvement, the plans for solidifying the maps through majors will take place. EMP Workgroups - The EMP was written knowing that as changes are being made, particularly with regard to the pathways framework, there would need to be widespread education and study about different matters that pertain to education, pedagogy, structure, and institutional change. These workgroups have tasks laid out in the EMP, each with their own place on the Gantt chart. These timelines go through 2021, and the tasks are meant to forward the progress of the institution. Each workgroup reports to one of the councils in Engaging all Voices, so there is communication throughout the institution.

EXISTING EFFORTS: The PIT Crew and Leading from the Middle groups are already at work, and the way to accomplish the initiatives at hand is to keep working according to plan. Monday, April

30 will be an institution-wide Assessment Day where the institution is invited to critical conversations where we analyze our progress toward our goals, assess how our councils are functioning within these plans, and make recommendations for the next Academic Year. May 1 and 2 will be a retreat sponsored by Leading from the Middle, where identified area faculty get special training on the pathways framework, and utilize campus input gleaned from Paving the Path sessions throughout the semester to construct Metamajors and identify courses that would fit into a "Flexible First Year" advising plan, where first year courses are identified for a metamajor that maximize the probability of being degree applicable, not just transferable.

MAJOR OUTCOMES: Success will look like...by fall 2018 Institute Day, we have a list of Metamajors to roll out to the institution to begin the vetting process through participatory governance; "Flexible First Year" advising patterns for the metamajors; faculty leaders in each program area will be on their way to identifying program maps for each award.

5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Increasing Access and Success - In the 2016-17 year, approximately 30.8% of enrolled students had been assessed into transferable, college-level English (ENGL-101 or

higher), while nearly 50% were assessed into Basic Skills English courses. The remaining 20% of students had not yet been assessed for English placement. In the 2016-17 year, only 4% of all enrolled students had been assessed into transferable, college-level Mathematics (MATH-121 or higher), while nearly 77% were assessed into pre-college level Math courses. The remaining 19% of students had not yet been assessed for Mathematics placement. Since this time, both the English and math departments have adopted multiple measures for placement, and while English is further along in this conversation, both departments are adjusting course offerings (number of sections) to align with new trends in enrollment due to placement. For all practical purposes, English only has one below transfer course still being offered, and the number of sections of that course in the schedule has greatly dropped. There has been increase in our English 100, which is an accelerated course that combines the outcomes of English 50 and English 101 (one level below transfer and the transfer course). The challenge for the dean is learning the new balance of sections to offer, and the challenge for counselors is knowing where to advise students to enroll. The plan for English is to continue training faculty (full and part time) in the pedagogy of Acceleration and Reading Apprenticeship so that more sections of the accelerated course can be put in the schedule. The math department has developed a noncredit developmental Math Emporium which is designed to remediate students at their own pace and in a diagnostic manner. This element is fairly new, and the department is exploring the data to see how this strategy is impacting both placement in the math series (access) and success overall in the sequences. With the advent of AB705, the math department is looking at major curricular changes, for there are still 3 levels of developmental math below the requirement for the local associate degree, and there are 4 levels below the requirement for UC/CSU transferable math. Not only will the department be creating new curriculum, but also they will be exploring models of student learning support that ensure the highest probability of student success within their first college year.

EXISTING EFFORTS: Developmental Education Workgroup - This workgroup will be utilized to assist reform in English and math by researching best practices, successful models, and recent innovative pedagogies. The departments will then use this research to inform new curriculum, pedagogies, and support structures that will enhance both student access and success. Student Learning Supports - Currently we offer tutoring in both English and math in the Learning Center, there are faculty trained in Reading Apprenticeship, and in various subjects we offer SI. Some sections of math have a 1-unit optional support class, though this type of support isn't typical of developmental ed classes. While we are studying the efficacy of our student learning supports, we are also hoping to explore ways to reach students more often throughout the semester and provide the support needed to facilitate success. Curricular Innovation - Math faculty are working with renewed energy on restructuring the math sequences to align with the expectations of AB705. These strictures imposed by the legislation provide a challenge in curriculum design, for as mentioned above, in 2016-17 only 4% of students placed into transferable math. Given, since multiple measures are now implemented, that percentage would be greater, but we are still faced with single- or barely double-digit results. Teams from the math department have been sent to CAP conferences for training and work-time, other professional development opportunities in the areas of pedagogy and support design are being offered, and provision is being made for summer work on curriculum redesign.

MAJOR OUTCOMES: Success will look like...a schedule of transfer level English and math with minimal offerings of developmental ed; higher placements that promote matriculation; support structures that provide just-in-time learning support to promote student learning and success; faculty trained in most recent pedagogies of Acceleration and Reading Apprenticeship, implementing these strategies in the classroom so that students are poised for success; shared understanding of how success is defined for special populations students, and how we support their learning in light of recent legislation; acceleration coordinators in basic skills areas who facilitate trainings, communities of practice meetings, norming sessions, and compliance with new regulations and implementation criteria.

8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: Hobson's Starfish - As per our self-assessment, our recent accomplishments in this area are the near implementation of the Hobson's Starfish program. The college waits on district completion of components of this for it to be fully functional; however, we anticipate implementation as early as fall 2018. When that takes place, there will be the ability to monitor student progress through their chosen path, and the early alert system will promote communication amongst the counselors, faculty, and administrators responsible for that student. Monitoring and Advising - There are areas on campus where close monitoring and advising throughout a program are implemented well, and we want to bring those best practices to scale. Cohort advising - This model has been adopted by the MJC counseling faculty, and as metamajors and pathways are determined, the counselors and faculty will be assigned groups of students. While counseling faculty are trained in this, the training needs to extend to the rest of the campus before implementation. According to the Pathways timeline, these discussions will begin fall 2018 with trainings going into spring-summer 2019.

EXISTING EFFORTS: Implementation of Hobsons - As referenced earlier, this existing effort in progress will be utilized to integrate efforts across cross-functional groups. Monitoring and Advising - These discussions will come to the fore after the institution has determined metamajors and pathways. Once these decisions have been made, then the institutional education and training about the surrounding supports that are existent in Student Services can occur and discipline area faculty, classified professionals, and administrators can come together holistically to support student learning and achievement.

MAJOR OUTCOMES: Success will look like ...fully functional implementation of the Hobson's Starfish program; trained counselors, faculty, classified professionals and administrators who can become power users of Starfish in support of students; monitoring and intrusive advising teams that supports students in all of their needs (whether academic, social, financial, etc.) and connect students with the services that can assist them on their educational journey.

10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: MJC has current contracts (though implemented at various phases) with Ad Astra, eLumen, and Starfish. These data management systems all address different facets of the guided pathways framework. Simply put, the plan is to ensure full implementation of all programs; ensure that the product derived from each system is utilized to promote student learning (e.g. through intrusive advising, maximizing scheduling, addressing learning outcomes, etc.); ensure that these programs interface, where appropriate and beneficial, with Colleague and Canvas to maximize coordination of efforts and information.

EXISTING EFFORTS: Continued implementation efforts of Hobsons and AdAstra - These products are at different phases of implementation; however, neither are fully functional for the college.

The new vice-chancellor of IT will continue to prioritize the implementation and ensure that the college has timely access to these valuable tools. Continued professional development- The employees of the college need professional development to learn the capabilities of these products, how these products can and will work together to streamline efforts toward promoting student success, and how to use them to fullcapacity.

MAJOR OUTCOMES: Success will look like...fully functional products; success teams that are able to use these products to send early alerts to each other so that timely intervention can occur with students.

11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.

CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: The Professional Development Coordinating Committee regularly meets to plan events such as Institute Day and also research best practices for coordinating, tracking, and providing timely and relevant professional development for faculty, classified professionals, and administrators with regard to major campus initiatives. The PDCC will consult the EMP, Guided Pathways Implementation Plan, and Strategic Plan to coordinate an array of professional development that facilitates the needs of employees and the institution.

EXISTING EFFORTS: Efforts of PDCC combined with the PIT Crew and campus leadership will facilitate the formation of a professional development schedule that promotes the attainment of campus goals targets.

MAJOR OUTCOMES: Success looks like...plans constructed in consultation with yearly goals and targets; calendarized events and trainings that offer focused education and professional development; well publicized Paving the Path events that are inclusive of all campus constituents that provide professional development aimed at achieving our yearly goals for Guided Pathways.

12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: All courses and programs have CLOs and PLOs; however, as metamajors are determined, learning outcomes will be aligned within like programs. In addition, the college aspires to alignment with both our feeder high schools and our major transfer institutions. In addition to reaffirming/reevaluating learning outcomes, the faculty will determine career competencies that align with each program.

EXISTING EFFORTS: Internal departmental discussions as well as larger discussions between faculty in metamajors will facilitate the examination and, if necessary, redesign of learning outcomes to ensure program alignment. Consultation of learning outcomes of feeder programs will provide opportunity for alignment with our learning outcomes, likewise; consultation of learning outcomes from the major transfer institutions will ensure that our programs align and provide for seamless transfer. Paving the Path sessions that train faculty, classified professionals, and administrators about career competencies will facilitate the dialogue that aligns program outcomes with career competencies, thus mapping programs to jobs in a clear manner.

MAJOR OUTCOMES: Success looks like...reaffirmed PLOs that reflect the student-centered philosophy of the Guided Pathways framework; learning outcomes that align from feeder high schools to MJC to major transfer institutions by program; learning outcomes that are accompanied by Career Competencies.

13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

CURRENT SCALE OF ADOPTION: Scaling in Progress

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: MJC is using eLumen to track learning outcome assessments, and the institution is adhering to the assessment schedule laid out. Continued professional development about the relevance of outcomes assessments in the age of Pathways is needed to promote participation in both the activity of assessment and continuous quality improvement conversations. The room for improvement lies in the intentional discussion of learning outcome data and the resultant plans for improvement that are derived from such conversations. Planned and structured conversations will be facilitated by deans at division and department meetings, and these data-driven conversations will drive programmatic improvements to be noted in curricular updates and program review.

EXISTING EFFORTS: Division and department structures will be leveraged as means for communication that closes the loop between tracking outcomes and using that data for programmatic improvement. Professional development in this area, especially as Learning Outcomes relate to Guided Pathways, will promote understanding, participation, and creative usage of outcomes data as indicators of program efficacy.

MAJOR OUTCOMES: Success will look like...regular, calendarized meetings across departments that agendize examination of assessment data and discussion of program improvements; professional development opportunities that educate the campus about how learning outcomes and Guided Pathways interface and inform one another; regular and continued participation in outcomes assessment and reporting of LO data.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Average number of credits attempted in year one	19.63980863
Average number of degree-applicable credits attempted in year one	17.77197717
College-level course success rate	0.684123
Full-time students	1410
Number of students	4044
Persisted from term one to term two	2826

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Successfully completed both transfer-level English and math in year one	88
Successfully completed transfer-level English in year one	764
Successfully completed transfer-level math in year one	145

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS

CURRENT KPI DATA

Attempted 15+ college credits in first term	412
Successfully earned 12+ college credits in first term	676
Successfully earned 15+ college credits in first term	159
Successfully earned 6+ college credits in first term	1828

Budget Totals

Total Budget

\$467,376

Code	Amount	Percent of Budget
4000 - Supplies and Materials	\$50,000	10.7%
2000 - Non-Instructional Salaries	\$200,000	42.79%
Indirect Costs	\$14,000	3%
5000 - Other Operating Expenses and Services	\$100,000	21.4%
3000 - Employee Benefits	\$30,000	6.42%
6000 - Capital Outlay	\$23,376	5%
7000 - Other Outgo	\$50,000	10.7%
Modesto Junior College Total	\$467,376	100%

Efforts & Support

EFFORTS: For both English and Math, the adoption of Multiple Measures includes consideration of High School GPA. In English, the language states: "High school cumulative GPA of 2.6 or better (within the last 10 years) will be eligible for English 101. High school cumulative GPA of 2.3 or better (within the last 10 years) will be eligible for English 50. Students who have graduated from high school at the time of completing this form must have 12th grade cumulative GPA of 2.2 or better AND successful completion (Grade = C or better) of 12th grade English to be eligible for English 50. Note: Acceptable English courses may include CP English, AP English, IB English, Honors English, or ERWC." For math, the language states: "Recent high school graduates (within the last 10 years) can use high school grades and courses to determine placement for Math. Who is eligible to use high school transcript information for Math placement? 1. Students who are currently attending high school and have completed the 9th - 11th grades at a US high school. 2. Students who have graduated from high school within the past 1- years and have completed at least the 9th - 12th grades at a US high school. Note: Students with international or adult school coursework are NOT eligible for placement using high school transcript information." Students are then presented with a spreadsheet that they fill in with their year and grades for high school math classes. The spreadsheet then identifies all of the eligible math courses in which the student could enroll.

CHANCELLOR'S OFFICE SUPPORT: Accuracy and simplicity in gathering, calculating, and presenting of data. More and more is at stake for the colleges in how our data is presented and calculated, and there needs to be accuracy from college to college as the data filters up. Now more than ever, system-wide accuracy and alignment is crucial.

Certification

CHANCELLOR/PRESIDENT

Jill Stearns
StearnsJill@mjc.edu

APPROVED

Mar 30, 2018

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