



To: Instruction Council
From: Dr. Jennifer Hamilton, Vice President of Instruction
Date: 5 September 2017
Re: Instructional Outlook Report 2017-2018

Purpose:

This document provides focus for the Instruction Council in determining hiring prioritization. In this prioritization cycle, student enrollments do not indicate that there will be tremendous growth possibility; therefore, it is critical that rankings and recommendations be as strategic as possible to attain the goals of the institution. As applications are reviewed, continual reference to the priorities will shape the recommendations to the President.

Priorities:

Modesto Junior College is beginning year 3 of Achieving the Dream and is now involved in the California Guided Pathways Project, these major initiatives provide focal points for the discussion of Hiring Prioritization. The Educational Master Plan brings forward four institutional priorities to guide instruction for the next five years. Priorities 1 & 3 provide focus for the Instruction Council when considering petitions from departments and divisions:

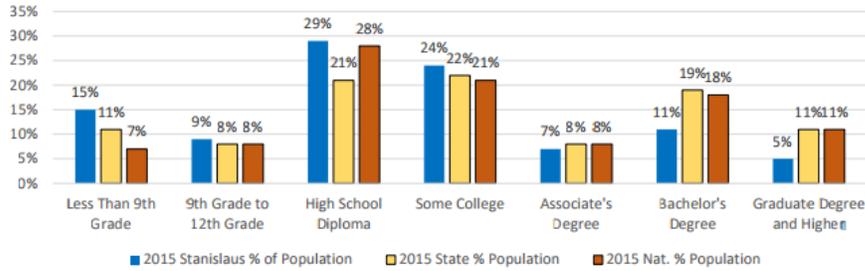
- 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
- 2: Institutional culture and transformational change
- 3: Student-focused education and support that leads to completion (extraordinary, holistic services)
- 4: Evidence-based assessment, refinement, and sustainable practices.

Faculty hiring according to the highlighted priorities will help achieve the goals of seeing students through the Basic Skills sequences to transfer level English and math and will promote completion by providing greater access to gatekeeper courses and removing barriers. Also, hiring according to these priorities allows for the possibility of new programming through Strong Workforce that has both demonstrated need in the community and student demand. The institution agreed upon an aspirational goal of increasing completion to 53%, and in order to achieve this goal, we must strategically hire innovative faculty steeped in pedagogical training in areas where there is greatest demonstrated student need.

Data:

The Education Master Plan offers the following data charts that can provide helpful context for this decision making process.

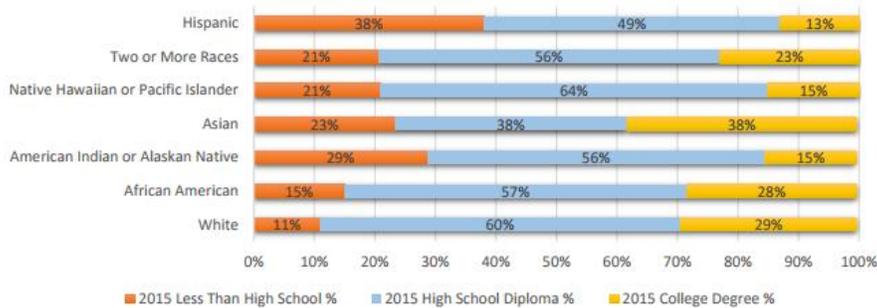
Educational Attainment, 2015 Stanislaus County



Source: QCEW Employees, Non-QCEW employees & Self-Employed – EMSI 2016.1 Class of Worker

Nearly one-third of Stanislaus residents have not progressed academically past a high school diploma. An additional 15% have less than a 9th grade education. Almost a quarter of county residents have some college experience, but did not complete. Only sixteen percent of the population has a bachelor's degree or higher. Stanislaus County educational attainment is lower in every measure when compared to state or national percentages.

Educational Attainment by Ethnicity Stanislaus County, 2015



Source: QCEW Employees, Non-QCEW Employees & Self-Employed – EMSI 2016.1 Class of Worker

Hispanic residents have the lowest overall educational attainment, with only 13% achieving a college degree and more than one third not completing high school. American Indian/Alaskan Native are also low on the educational attainment scale, with 29% not completing high school and only 15% with a college degree. Asian residents have the highest educational attainment levels, followed by White and African American residents. The largest percentages for every demographic group are in the High School Diploma completion level.

It is crucial for our service area that MJC increase the number of college-educated citizens who are able to contribute to the community in which they live. Increasing the number of certificate and degree qualified individuals will provide a more qualified workforce able to earn sustainable living wages, and who as educated, tax-paying citizens can contribute to the overall well-being of our region.

Basic Skills Trends from the MJC 2017 Factbook:

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.

Table 21: English Assessment Status of Students Entering MJC Spring 2017

Engl Placement	Asian	Afric-Am	Filipino	Hispanic	Nat Am	Pac Isl	Two or More	White	Unknown	Total
No Assessment	27.3%	22.7%	26.7%	18.1%	20.2%	27.2%	11.8%	22.1%	24.4%	20.4%
ENGL-000	27.8%	31.4%	11.4%	18.1%	20.2%	27.0%	11.8%	12.9%	24.4%	20.2%
out of ENGL-49	24.5%	28.3%	27.6%	32.7%	38.3%	30.8%	26.8%	26.1%	29.8%	28.4%
out of ENGL-50	18.9%	16.9%	32.4%	23.9%	23.4%	17.3%	45.7%	36.8%	19.5%	29.4%
out of ENGL-101	1.6%	0.7%	1.9%	0.1%	1.1%	0.1%	2.4%	2.0%	2.0%	1.4%
Grand Total Count	800	538	210	8470	94	185	127	6306	205	16,935

Source: MJC Achieving the Dream Data Summit 2017: <http://mjc.edu/general/research/atddataupdate2017march.pdf>

The highest proportions of students assessed for English course placement in 2016-17 who placed at below college-level status were African-Americans (nearly 60% of total African-American students), Hispanics (50% of total Hispanic students) and Native Americans (58% of total Native American students).

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.

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.

Table 22: Mathematics Assessment Status of Students Entering MJC Spring 2017

Math Placement	Asian	Afric-Am	Filipino	Hispanic	Nat Am	Pac Isl	Two or More	White	Unknown	Total
No Assessment	33.6%	20.4%	25.7%	15.6%	23.4%	23.2%	10.2%	20.4%	12.2%	18.0%
RETAKE	1.4%	0.1%	0%	1.1%	0%	1.6%	2.4%	0.8%	13.4%	0.1%
MATH-000	17.3%	38.7%	10.5%	26.9%	23.4%	20.2%	23.6%	19.1%	21.5%	23.6%
out of MATH-10	6.8%	7.4%	9.0%	9.5%	9.6%	7.6%	8.7%	8.1%	13.2%	8.8%
out of MATH-20	23.1%	20.8%	24.3%	28.5%	31.9%	30.3%	31.5%	28.6%	24.9%	36.3%
out of MATH-70	20.9%	8.0%	22.4%	14.6%	7.4%	15.1%	18.1%	16.2%	13.6%	15.3%
out of MATH-71	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
out of MATH-72	1.5%	0.9%	0.5%	0.9%	1.0%	1.6%	2.4%	0.2%	0%	0.1%
out of MATH-89	0.1%	0.0%	0.5%	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%
out of MATH-90	6.2%	1.9%	6.2%	2.3%	3.2%	2.2%	2.4%	3.3%	3.4%	3.3%
out of MATH-121/122	1.9%	0.4%	1.0%	0.3%	0.0%	0.1%	0.1%	0.7%	0%	0.3%
Grand Total Count	800	538	210	8470	94	185	127	6306	205	16,935

(Source: MJC Achieving the Dream Data Summit 2017: <http://mjc.edu/general/research/atddataupdate2017march.pdf>)

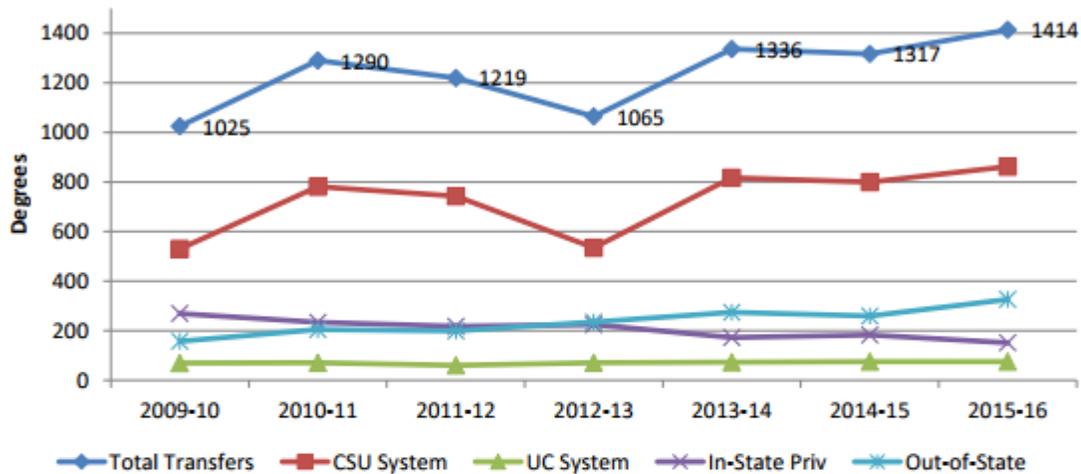
The highest proportions of students assessed for Mathematics course placement in 2016-17 who placed at below college-level status were African-Americans (nearly 78% of African-American students), Hispanics (80% of Hispanic students) and Native Americans (73% of total Native American students).

Transfer and CTE Data:

The MJC Factbook offers the following information regarding degree attainment and transfer as well as CTE retention and success.

MJC has experienced an overall 38% increase in transfers to four-year institutions over the past seven years. In 2009-10, 1,025 students transferred to four-year institutions, while in 2015-16 that number increased to 1,414.

Table 33: MJC Annual Transfers to 4-Year Institutions (UC, CSU, In-State Private and Out of State)

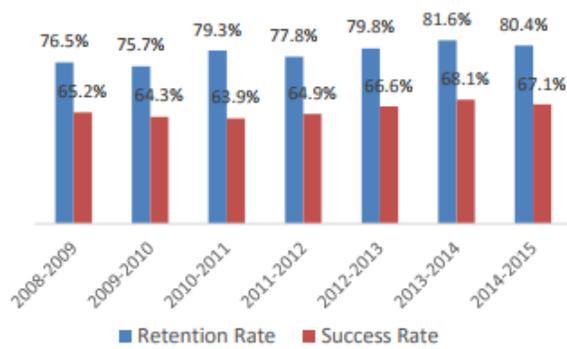


(Source: CCCCO DataMart; UC, CSU System Data <http://mjc.edu/general/research/mjctransfersoverall0910to15-16.pdf>)

In 2009-10, 530 MJC students transferred to CSU institutions, an overall 51.7% of all MJC transfers in that year. By 2015-16, 862 MJC graduates had transferred to CSU institutions, an increase of 332 students (62.6%). That year, CSU transfers represented 61.0% of all MJC transfers to 4-year institutions.

Over the 10-year period 2005-06 to 2015-16, 8,177 MJC students transferred to CSU institutions state-wide. By far, the largest proportion of students each year transfer to Stanislaus State, which represents 61.5% of CSU transfers during this 10 year period. Sacramento State University has second-highest transfer of CSU-bound students from MJC, representing 8%, followed by Fresno State University at 6.4% of total MJC transfers in the 10-year period.

Table 17: CTE Retention and Success



CTE programs include accounting, administration of justice, agriculture sciences, nursing, auto body, automotive, bookkeeping, chemical dependency counseling, child development, CNC operator/programmer, computer applications, computer science, electronics, EMT, fire science, welding, human services, logistics/supply chain, machine tool technology, manufacturing, medical assisting, respiratory care, recreational land management, supervisory management

Table 18: STEMM Retention and Success

The tables from the MJC Factbook support the analysis that there has been improvement in both English and math course success rate patterns from 2006 – 2011. These targeted efforts need continued support so that students may complete in a timely manner and achieve their learning goals.

Recognizing that there are longstanding needs in many program areas for increased faculty, and also recognizing the priorities that spring from strategic planning, the Instruction Council is requested to prioritize recommendations based on the following considerations:

1. **Basic Skills Sequence Completion**
2. **Transfer and CTE Completion**
3. **Productivity**

Thank you in advance for the serious consideration to be given applications for hiring prioritization. What lies ahead is an intricate conversation that risks being derailed by institutional memory, history of denied replacements, and an innate sense of fairness; however, acknowledging all of these factors, the Instruction Council is asked to be strategic in its consideration and make all determinations and recommendations with students at the fore.