

**Modesto Junior College  
Student Equity Plan**

**May 2009**

---

# Table of Contents

---

<b>Signature Page</b> .....	ii
<b>Executive Summary</b>	
Overview .....	1
Planning Process .....	1
Target Groups.....	2
Goals.....	2
Summary of Activities .....	3
Philosophy .....	3
Resources.....	3
Existing Activities.....	3
Contact Information.....	4
<b>Campus-Based Research</b>	
Access .....	5
Course Completion .....	8
ESL and Basic Skills Completion.....	11
Degree and Certificate Completion .....	12
Transfer .....	15
<b>Goals and Activities</b>	
Access .....	18
Course Completion ( <i>Retention</i> ).....	21
ESL and Basic Skills Completion.....	22
Degree and Certificate Completion .....	23
Transfer .....	24
<b>Budget</b>	
Sources of Funding .....	26
<b>Evaluation Schedule and Process</b> .....	27

---

# Signature Page

---

District: Yosemite Community College District

College: Modesto Junior College

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Date

District Chancellor: \_\_\_\_\_

College President: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_

---

# Executive Summary

---

## Overview

Modesto Junior College continues to maintain student equity as a high priority. The commitment to increase access and success for students, particularly those from underrepresented groups, continues to be a focus for the institution. The Student Success Committee is a campus-wide committee chaired by the Vice President of Student Services with membership from broadly representative groups, such as students, Academic Senate, Instructional Administrative Council, Student Services Council, campus research, staff from student services and instruction, and faculty from Basic Skills, Mathematics, and English.

The Student Success Committee identified the Student Equity Plan as one of its goals for the 2008-2009 academic year. The charge of reevaluating and updating the Student Equity Plan was given to a sub-group of the Student Success Committee. The Student Equity Workgroup was created with representation from faculty within each of the core indicators, a student services administrator, and the Research and Planning Office.

Since the last update of the Student Equity Plan, the college has developed a number of planning documents to keep the institution moving forward. The Student Equity Plan will become a standing item of the Student Success Committee to provide overall coordination and implementation of the Student Equity Plan. The Student Success Committee is a standing agenda item at the Student Services Council, Instructional Administrators Council, and College Council, which demonstrates the college's commitment to student equity.

The workgroup conducted the review of current data and discussed the development of goals and activities for the Student Equity Plan.

## The Planning Process

The updating of the Student Equity Plan for Modesto Junior College was initiated by the Student Success Committee. The committee established a workgroup and appointed broad representation to the group. The workgroup reviewed the indicator definitions to be used, reviewed current data, and discussed and identified goals and activities.

The college is committed to a broad-based coordinated approach to student equity. The Student Success Committee is comprised of a broad representative group and will provide coordination and monitoring of the Student Equity Plan. The Student Success Committee will remain a standing item on the Student Services Council, Instructional Administrators Council, and College Council. The Student Equity Plan will be coordinated with the existing matriculation plan, program review, strategic plan, basic skills initiative, and the enrollment plan.

## Target Groups

The college's Student Equity Plan is designed to increase course, certificate, degree, and transfer rates for all students pursuing these educational objectives. The college continues its commitment to conducting activities which will have a positive impact on access and success of all students. The review of the data on the five indicators identified a need to focus on specific goals and activities. The goals and activities identified under each of the indicators are as follows:

## Goals

**Goal 1.1** Increase the proportion of college going rate to correspond with the demographics of the community, specifically targeting a 1% increase in Hispanic students.

**Goal 1.2** Increase the number of students with disabilities by 1% to more accurately reflect the demographics of this population in Stanislaus County.

**Goal 1.3** Provide enrollment processes that are easily understandable to empower our diverse student population, including non-English speaking students, students with disabilities and students who are not computer literate (Matriculation Plan).

**Goal 1.4** Review and improve course scheduling patterns (Matriculation Plan).

**Goal 2.1** Increase successful course completion rates by 1% for underrepresented groups that fall below the college wide average rate.

**Goal 2.2** Increase course completion rates by 1% for all students.

**Goal 3.1** Track student progress and obtain persistence data of students from ESL and Basic Skills courses to college level courses.

**Goal 3.2** Increase by 1% student persistence in ESL and Basic Skills courses.

**Goal 4.1** Increase the number of degrees and certificates awarded by 1%.

**Goal 5.1** Increase by 1% the number of students who transfer to four-year institutions.

**Goal 5.2** Increase by 1% the number of students who participate in the Transfer Admission Guarantee (TAG) Program.

## **Summary of Activities**

Since 2004 the college has been working on improving its planning processes through the development of several plans in which a few of the student equity indicators are addressed. The college also continues to improve student access and success through a number of program activities (many of which are associated with special programs, such as EOP&S, DSPS, TRIO and Matriculation). The Student Equity Plan confirms the college's commitment to increase access and success for students, particularly those from underrepresented groups. The goals were developed with the consideration of existing efforts. The activities were written to be measurable and attainable to align with the colleges continued efforts on student outcomes.

## **Philosophy**

Modesto Junior College is committed to the concept of student equity and believes strongly in the overall goal: "To increase access and success at community colleges, particularly for historically underrepresented groups." The college provides access to all members of the community and encourages success for all students in their pursuit of their goals.

The goals and activities established directly relate to making a positive change that will impact and focus on student equity. The student equity indicators have been discussed, and data has been reviewed by the Student Equity Workgroup and its representative bodies. The goals and activities have been identified with appropriate timelines to ensure that they are measurable and attainable. Activities under each of the goals have been identified and assigned to specific individuals.

## **Resources**

The implementation of the Student Equity Plan will be coordinated and monitored through the Student Success Committee. Existing resources will be used in conjunction with outside funding sources (if obtained) to implement the outlined activities. Some activities cannot occur without additional funding, and efforts will be made to incorporate these into the college's program review and other proposal opportunities. Some activities require only a change in focus from current programs and, therefore, can be funded with existing resources. Other activities will require college-wide and/or district-wide re-prioritization to be able to utilize existing resources to accomplish activities within the designated timeline. Written proposals and grants will also be pursued to provide resources.

## **Existing Activities**

During the development of the goals and activities, the workgroup identified several programs already in existence. These programs in one way or another have a focus on improving student access and success and are critical to maintain coordination of

student equity. Several of these programs have goals and activities identified within their own program plan and/or part of an existing plan such as program review; therefore, their specific activities are not listed under the established goals.

Programs already in existence:

- Basic Skills Initiative
- College Readiness (EOP&S)
- Disability Services
- Early College Programs
- Equal Opportunity Programs and Services
- Hispanic Leadership Conference
- Learning Communities
- Matriculation Process
- Pre-College Programs
- Supplemental Instruction
- Tutoring
- TRIO/Student Support Services

Questions about access and success of students are incorporated in a number of institutional plans such as Strategic Plan, Program Review, Enrollment Plan and the Matriculation Plan.

### **Contact Information**

Martha Robles  
Director of Student Success  
Modesto Junior College  
Yosemite Community College District,  
PO Box 4065, Modesto, CA 95352  
209-575-6641

# Campus-Based Research

The College Research and Planning Office provided the data needed to evaluate the student equity indicators. The following include data for each of the Student Success Indicators: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. The data used for this report was obtained from numerous existing resources.

## CAMPUS-BASED RESEARCH

**1. ACCESS:** Percentage of each population group that is enrolled compared to the percentage of each group in the adult population within the community served.

### Ethnicity

MIS	Modesto Junior College Student Ethnic Distributions, Academic Year 2007-2008								
Annual, Undupl. 2007-08	White	Hispanic	Asian	Pacific Islander	Black	American Indian	Un Reported	Filipino	Total
MJC	38.0%	27.0%	5.2%	1.1%	3.4%	1.1%	22.8%*	1.3%	27,408
Based on 2000 Census	Stanislaus County – Projected Ethnic Distributions, 2008 (from DOF table above)								
Year	White	Hispanic	Asian	Pacific Islander	Black	American Indian	Multirace	Total %	Total
2008	55.9%	33.2%	5.3%	0.4%	2.5%	1.0%	1.7%	100%	378,707

\* The Unreported category for MJC includes "Undeclared/Non-respondent" and "Declined to State" Source: CCCC MIS Datamart: <https://misweb.cccco.edu/mis>, Student Demographics by Academic Year, 2007-2008. Accessed 9/15/2008.

DOF	Stanislaus County – Five Year Projected Ethnic Distributions, 2008-2012*								
Year	White	Hispanic	Asian	Pacific Islander	Black	American Indian	Multirace	Total %	Total
2008	55.9%	33.2%	5.3%	0.4%	2.5%	1.0%	1.7%	100%	378,707
2009	55.1%	33.9%	5.4%	0.4%	2.5%	1.0%	1.7%	100%	386,544
2010	54.3%	34.6%	5.5%	0.4%	2.6%	1.0%	1.7%	100%	394,266
2011	53.3%	35.4%	5.6%	0.4%	2.6%	1.0%	1.7%	100%	403,043
2012	52.4%	36.1%	5.6%	0.4%	2.7%	1.0%	1.7%	100%	411,783
5-year Avg.	54.2%	34.7%	5.5%	0.4%	2.6%	1.0%	1.7%	100%	

• State of California, Department of Finance, *Race/Ethnic Population for Stanislaus County ages 17 and over: Projections based on 2000 Census.*

**Age**

Age Group	MJC	Annual 2007-08%	Calif. CCs*	%	Stanislaus County*	%
19 or Less	8,239	30.0%	715	25.7%	128	3.7%
20 to 24	7,983	29.1%	716	25.8%	210	5.9%
25 to 29	3,429	12.5%	348	12.5%	210	5.9%
30 to 34	1,989	7.3%	217	7.8%	210	5.9%
35 to 39	1,714	6.3%	178	6.4%	210	5.9%
40 to 49	2,486	9.1%	276	9.9%	420	11.9%
50 +	1,568	5.7%	326	11.7%	2,142	60.8%
Total	27,408	100%	2,776	100%	3,530	100%

\* In 1,000s

**Gender**

Gender	MJC Annual 2007-08	Calif. CCs.	Stanislaus County
Females	59.0%	54.5%	50.5%
Males	40.4%	44.4%	49.5%
Unknown	0.6%	1.1%	--
Total	100%	100%	100%

**Disabled**

MJC Disabled by Disability Type by Academic Year										
Headcounts by Disability*	2004-05		2005-06		2006-07		2007-08		Grand Total	
Acquired Brain Injury	46	0.2%	40	0.2%	40	0.2%	27	0.2%	153	0.2%
Developmentally Delayed Learner	84	0.3%	88	0.3%	80	0.3%	40	0.1%	292	0.3%
Hearing Impaired	30	0.1%	26	0.1%	23	0.1%	24	0.1%	103	0.1%
Learning Disabled	195	0.8%	204	0.8%	198	0.8%	172	0.6%	769	0.7%
Mobility Impaired	148	0.6%	158	0.6%	130	0.5%	112	0.4%	548	0.5%
Other Disability	153	0.6%	195	0.8%	209	0.8%	284	1.0%	841	0.8%
Psychological Disability	207	0.8%	205	0.8%	191	0.7%	170	0.6%	773	0.7%
Speech/Language Impaired	1	0.0%	2	0.0%	1	0.0%	0	0.0%	4	0.0%
Visually Impaired	32	0.1%	26	0.1%	21	0.1%	19	0.1%	98	0.1%
Not Disabled	24,402	96.5%	24,762	96.3%	25,455	96.5%	26,646	96.9%	101,265	96.6%
<b>Grand Total</b>	<b>25,298</b>		<b>25,706</b>		<b>26,348</b>		<b>27,494</b>		<b>104,846</b>	
<b>Total Disabled</b>	<b>896</b>		<b>944</b>		<b>893</b>		<b>848</b>		<b>3581</b>	
<b>Ratio of Disabled to Student Body</b>	<b>3.5%</b>		<b>3.7%</b>		<b>3.4%</b>		<b>3.1%</b>		<b>3.4%</b>	

\* Obtained MIS CCCC DataMart: <https://misweb.cccco.edu/mis>, "Student Services Programs" EOPS/DSPS/GalWorks Report, called 08/16/2008.

**Comparison to Educated, Disabled Adults (aged 18 to 34 years) in Stanislaus County**

Stanislaus County Residents (2000 Census)*	Both	Male	Female
Percent disabled with a bachelor's degree or higher	2.6%	2.2%	3.1%
Percent not disabled with a bachelor's degree or higher	6.9%	6.2%	7.5%

Obtained through InfoUse "Needs Assessment," disability statistics by county:  
<http://www.infouse.com/disabilityneeds/countyall.php?county=stanislaus>

**Ethnicities**

In comparison to the adult population for Stanislaus County, the percentage of 2007-08 MJC students was closely represented in most ethnic categories with the following exceptions:

- The white population of 38% for MJC and the county's 56%, and
- The unreported (or undeclared) population of 22.8% for MJC which is not reported in the census data.

The California Department of Finance projects an increase in the Hispanic population to year 2012 with a decrease in the white population. All other ethnicity group distribution ratios are projected to remain relatively stable.

**Age Ranges**

A largest percentage of age and gender groups in the 2007-08 MJC student population was centered in the 19-29 year old and female groups. Though not reflective of the Stanislaus County's Census population, it was consistent with the distribution of ages and genders within the aggregated California Community College system for the same year.

**Disabled Population**

The percentage of the MJC disabled students population has remained relatively consistent over the four year period, 2004 to 2008, at approximately 3.1-3.7% for the entire student body. The ratio of Stanislaus County residents classified as disabled, and who held bachelor's degrees, was nearly the same at 2.6%. However, the ratio of disabled residents living in Stanislaus County in 2000 was reported at nearly twice the student and degree-holder population at 6.9%.

**CAMPUS-BASED RESEARCH**

**2. COURSE COMPLETION:** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The following tables are based on the Fall 2007 MIS data.

<b>MJC Fall 2007 Completion Ratios By Ethnicity <sup>1</sup></b>	<b>Credit - Degree Applicable</b>	<b>Credit - Non Degree Applicable</b>	<b>Total All Credit Courses</b>
African-American	51.9%	52.0%	51.9%
American Indian/Alaskan Native	56.3%	27.8%	55.4%
Asian	66.6%	68.8%	51.9%
Filipino	64.8%	73.3%	65.1%
Hispanic	59.7%	57.7%	59.6%
Other Non-White	91.7%	0.0%	91.7%
Pacific Islander	60.1%	60.0%	60.1%
Unknown	63.7%	56.3%	63.3%
White Non-Hispanic	65.9%	62.8%	65.8%
MJC Completion Rate	63.2%	59.7%	63.0%

<b>MJC Fall 2007 Completion Ratios By Gender</b>	<b>Credit - Degree Applicable</b>	<b>Credit - Non Degree Applicable</b>	<b>Total All Credit Courses</b>
Female	65.1%	60.7%	63.2%
Male	61.9%	55.4%	59.7%
Unknown	64.2%	61.5%	64.0%
MJC Completion Rate	63.2%	59.7%	63.0%

<b>MJC Fall 2007 Completion Ratios By Age Range</b>	<b>Credit - Degree Applicable</b>	<b>Credit - Non Degree Applicable</b>	<b>Total All Credit Courses</b>
< 18	68.9%	60.8%	68.6%
18-19	59.8%	58.9%	59.8%
20-24	61.8%	56.8%	61.7%
25-29	63.1%	64.0%	63.1%
30-34	68.5%	64.5%	68.2%
35-39	72.6%	64.9%	72.1%
40-49	73.0%	59.4%	72.0%
50+	73.4%	57.3%	72.2%
MJC Completion Rate	63.2%	59.7%	63.0%

<sup>1</sup> Obtained through California Community College Chancellor's Office DataMart <https://misweb.cccco.edu/mis/onlinestat>.

The following data were not available through the California Community College Chancellor’s Office DataMart by special population groups. Data were taken from the MIS Referential files, as noted, and filtered for MJC credit students with earned .5 credit units or more for Fall 2007. The ratios reflected below were calculated for degree-applicable units completed from the overall cumulative degree-applicable units earned by credit-enrolled students for Fall 2007. Accordingly, the Ns are smaller and the ratios differ somewhat from the course completion ratios obtained through the CCCCO Data Mart.

	Percent of MJC Credit Students Fall 2007		
Credit Students <sup>2</sup> By DSPS-Identified	Earned Degree Applicable Units for Credit Students	N Successfully Completed	N Credit Students in Group
DSPS-Identified	60.9%	313	514
Non DSPS	67.9%	7,981	11,758
MJC Completion Rate	67.6%	8,294	12,272

\* MIS Referential file SX-Student Enrollment was matched to an SB-Student Basic files. The field SCD3 “DSPS” identified students who met the criteria of an identified disability; had an “Enrollment-Credit-Status” code of “A, B, or C”, and credit degree units totaling greater than “0” degree applicable units in the field STD5, “Degree Units\_Earned” were included.

	Percent of MJC Credit Students Fall 2007		
Credit Students* By Limited English Proficiency (ESL)	Earned Degree Applicable Units for Credit Students	N Successfully Completed	N Credit Students in Group
LEP (ESL)	53.5%	322	602
Non – LEP (ESL)	68.3%	7,972	11,670
MJC Completion Rate	67.6%	8,294	12,272

\* MIS Referential file SX-Student Enrollment was matched to an SB-Student Basic file. The field SCD4 “LEP” identified students who met the criteria of one or more of the following elements: Enrolled in an ESL course with a TOP code of 493080, 493082, or 493100; had an “Enrollment-Credit-Status” code of “A, B, or C”, and had credit degree units totaling greater than “0” degree applicable units in the field STD5, “Degree Units\_Earned” were included.

	Percent of MJC Credit Students Fall 2007		
Credit Students* By Academically Disadvantaged	Earned Degree Applicable Units for Credit Students	N Successfully Completed	N Credit Students in Group
Academically Disadvantaged <sup>3</sup>	60.3%	3,202	5,307
Acad Disadvantaged + LD	70.8%	80	113
Non Academically Disadvantaged	73.1%	5,012	6,852
MJC Completion Rate	67.6%	8,294	12,272

\* MIS Referential file SX-Student Enrollment was matched to an SB-Student Basic file. The field SCD5 “Academically Disadvantaged” identified students who met the criteria of one or more of the following elements:

<sup>2</sup> A credit student was defined as a record coded by MIS Codes “A,B,C” in STD7.

<sup>3</sup> There were 161 MJC students also classified as “LD” students who were included in this percentage.

LEP, credit status of "P", no academic probation or dismissal, received EOPS services, not a HS graduate, or flagged as a basic skills student; and had an "Enrollment-Credit-Status" of "A, B, or C" and credit degree units totaling greater than "0" for degree applicable units in the field STD5, "Degree Units\_Earned" were included.

### **Course Completion**

The overall MJC mean completion ratio of earned, degree applicable credit units, was 67.6% for all credit students.

When compared to the overall MJC credit course completion rate of 63%, most ethnic groups were within +/- 3% of the mean. The "Unknown" group had the highest ratio of 91.7%, with the Asian and African-American populations earning course completion ratios of 51.9%, respectively. In terms of gender, women earned completion ratios somewhat in higher proportions than males, and in terms of age groups, the under 18 year old, 30-34 earned the highest completion ratios, while the older aged groups had higher completion ratios than the 18-19 group who earned the lowest completion ratio.

**CAMPUS-BASED RESEARCH**

**3. ESL and BASIC SKILLS COMPLETION:** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Please note, the CCCCO determined in an October 5, 2004 memo<sup>4</sup> that tracking ESL/basic skills to transferable courses was not practical:

*Given the difficulties involved in systematically identifying the “final” ESL/basic skills course or the “1A” transferable course in a sequence for all colleges, this metric cannot be provided by the Chancellor’s Office, and is therefore optional.*

*Districts are urged to assess ESL and Basic Skills Completion by other means not limited to these definitions above. You may design your own evaluation and assessment.*

The table below is therefore not intended as a performance indicator for the MJC Student Equity Plan, but as information available through the 2008 ARCC report. It is provided here as *additional information only*.

The 2008 ARCC course completion improvement rates were reported as:

Improvement Rate Indicators	MJC Rate	Peer Group Average	Peer Group Lowest Rate	Peer Group Highest Rate	Peer Group Number <sup>5</sup>
Credit Basic Skills Courses	59.9	46.1	29.3	59.9	F3
Credit ESL Courses	32.9	49.0	14.7	74.0	G4

**Degree Applicable Units Earned, Special Populations**

Special population groups successfully earned degree-applicable units in somewhat lower ratios than the MJC mean. For the disabled students, the successfully completed degree-applicable units was 60.9%; for LEP (ESL) students, 53.5%; and for academically disadvantaged students, the ratio was 60.3%.

<sup>4</sup> California Community Colleges Chancellor’s Office, Memorandum to Chief Executive Officers, Fusako Yokotobi, Vice Chancellor for Human Resources, Subject: *Student Equity Plan Equal Employment Opportunity Plan Chancellor’s Excellence in Diversity Awards*.

<sup>5</sup> Taken from 2008 ARCC Report, p. 463, Table 1.11 “Peer Grouping.” Refer to Appendices A, B and D for information about reporting peer grouping process.

**CAMPUS-BASED RESEARCH**

**4. DEGREE and CERTIFICATE COMPLETION:** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.<sup>6</sup>

Awards Received by Degrees and Certificates (18+ Units) 2006-2007 ARC Report										
MJC Degrees and Certificate Ratios by Ethnicities										
Ethnicities	Asian	Black	Filipino	Hispanic	N. Amer	Other	Pac. Isl.	White	Unknown	Grand Total
<b>Certificates Plus AA/AS Degrees</b>										
Degrees	57	11	10	152	11		8	332	36	617
Cert+Degree	6	1	1	10				22	1	41
Subtotal	63	12	11	162	11		8	354	37	658
<b>Certificates*</b>										
Certificates	5	4		7	1		2	13	2	34
None	133	49	21	499	26	1	28	1035	145	1937
Total Awards	68	16	11	169	12		10	367	39	692
Total in Cohort	201	65	32	668	38	1	38	1402	184	2629
Ratios <sup>7</sup>	33.8%	24.6%	34.4%	25.3%	31.6%	0.0%	26.3%	26.2%	21.2%	26.3%

Awards Received by Degrees and Certificates (18+ Units) 2006-2007 ARC Report			
MJC Degrees and Certificate Ratios by Gender			
Gender	Female	Male	Grand Total
<b>AA/AS Degrees Plus Certificates</b>			
Degrees	386	231	617
Degree + Cert.	26	15	41
Subtotal	412	246	658
<b>Certificates*</b>			
Certificates	24	10	34
None	1084	853	1937
Total Awards	436	256	692
Total in Cohort	1520	1109	2629
Ratios <sup>2</sup>	28.7%	23.1%	26.3%

\* Excluding students who earned both a Degree + Certificate.

<sup>6</sup> Data were obtained and disaggregated by population groups from the MJC 2008 ARCC secure data downloads.

<sup>7</sup> Ratios calculated “Total Awards” by “Total in Cohort” and expressed in percents. Data represents a cohort of first-time freshman, who began in any community college beginning 2000-01, and then tracked through the CCCC MIS data system across six years.

Received Degrees and Certificates (18+ Units) 2006-2007 ARC Report									
MJC Degrees and Certificate Ratios by Age Range									
Age Ranges	Unkn	16-19	20-24	25-29	30-34	35-39	40-49	50+	Grand Total
Degrees									
Degrees	6	490	37	15	20	18	29	2	617
Degree + Cert.	1	24	5	3	5	1	1	1	41
Subtotal	7	514	42	18	25	19	30	3	658
Certificates									
Certificates		16	1	4	1	7	5		34
None	65	1376	151	72	87	62	98	26	1937
Total Awards	7	530	43	22	26	26	35	3	692
Total in Cohort	72	1906	194	94	113	88	133	29	2629
Ratios	9.7%	27.8%	22.2%	23.4%	23.0%	29.5%	26.3%	10.3%	26.3%

Received Degrees and Certificates (18+ Units) 2006-2007 ARC Report			
MJC Degrees and Certificate Ratios by Disabled and Academically Disadvantaged Students			
Gender	Disabled	Non-Disabled	All MJC
Degrees			
Degrees	386	231	617
Degree + Cert.	26	15	41
Subtotal	412	246	658
Certificates*			
Certificates	24	10	34
None	1084	853	1937
Total Awards	436	256	692
Total in Cohort	1520	1109	2629
Ratios <sup>8</sup>	28.7%	23.1%	26.3%

Please note, the CCCCO determined in an October 5, 2004 memo<sup>9</sup> that in terms of degree and certificate completions:

*Upon further examination of the methodology proposed by this metric, the Chancellor's Office has concluded that the ratio would be a poor measure of effectiveness. We will not be requiring any information for this metric at this time.*

The table summarized above is not intended as a performance measure for the MJC Student Equity Plan. It is provided here for the *institution's information and use only.*

<sup>8</sup> Refer to Footnote #2.

<sup>9</sup> California Community Colleges Chancellor's Office, Memorandum to Chief Executive Officers, Fusako Yokotobi, Vice Chancellor for Human Resources, Subject: *Student Equity Plan Equal Employment Opportunity Plan Chancellor's Excellence in Diversity Awards.*

**Degrees and Certificates Earned**

Overall, approximately 26% of all MJC students earned a degree or a certificate. Within their ethnic groups, Asians, Filipino and Native American groups earned slightly higher ratios of awards than the MJC mean. The “Unknown” group earned a slightly lower awards ratio than the mean. Within groups, the women earned more awards than the males, and the younger students, the 19-24 age group, had the highest ratio of earned awards.

**Degrees and Certificates, Special Populations**

A somewhat higher percentage of disabled students earned awards than the mean of non-disabled MJC students.

**CAMPUS-BASED RESEARCH**

**5. TRANSFER:** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

2001 ARCC Cohort who completed a transfer level Math/English									
MJC Ratios by Ethnicity									
Ethnicities	Asian	Black	Filipino	Hispanic	N. Amer	Pac Isl.	White	Unknown	Grand Total
Non Transfer Prepared:									
Not Transferred	108	39	17	455	26	25	840	107	1617
Transferred	29	19	3	68	4	5	203	31	362
Subtotal	137	58	20	523	30	30	1043	138	1979
Subtotal Ratio	21.2%	32.8%	15.0%	13.0%	13.3%	16.7%	19.5%	22.5%	18.3%
Transfer Prepared:									
Not Transferred	22	4	5	59	3	3	121	24	241
Transferred	42	3	7	86	5	5	238	23	409
Subtotal	64	7	12	145	8	8	359	47	650
Subtotal Ratio	65.6%	42.9%	58.3%	59.3%	62.5%	62.5%	66.3%	48.9%	62.9%
Total in Cohort	201	65	32	668	38	38	1402	185	2629
Total Ratio (Including All TP) <sup>10</sup>	47.3%	40.0%	46.9%	31.9%	31.6%	34.2%	40.1%	46.3%	38.5%

<sup>10</sup> The transfer-prepared “Total Ratio” is the sum of known transfers in the “Total in Cohort,” plus the “Transfer Prepared” students, without, or without transfer, as tracked through the CCCCCO MIS data system and delivered in downloaded ARCC unitary data files. (Cohorts are tracked across six years.) Data were obtained from, then disaggregated by matching population groups from MIS to ARCC data downloads.

2001 ARCC Cohort who completed a transfer level Math/English			
MJC Transfer and Transfer Prepared Ratios by Gender			
	Female	Male	Grand Total
<b>Non Transfer Prepared:</b>			
No Transfer	841	587	1428
Transferred	206	152	358
Subtotal	1047	739	1786
Subtotal Transfer Ratio	19.7%	20.6%	20.0%
<b>Transfer Prepared:</b>			
No Transfer	149	92	241
Transferred	234	175	409
Subtotal	373	267	640
Subtotal Transfer Ratio	62.7%	65.5%	63.9%
<b>Total in Cohort</b>	<b>1428</b>	<b>1002</b>	<b>2430</b>
<b>Ratios (Including All TP)</b>	<b>40.6%</b>	<b>41.8%</b>	<b>41.1%</b>

2001 ARCC Cohort who completed a transfer level Math/English									
MJC Transfer and Transfer Prepared Ratios by Age Range									
Age Range at Beginning of Cohort Year, 2000-01									
Age Ranges:	Unkn	<19	20-24	25-29	30-34	35-39	40-49	50+	Grand Total
<b>Non Transfer Prepared:</b>									
No Transfer	36	1088	145	76	85	63	101	23	1617
Transferred	18	282	12	7	13	11	16	3	362
Subtotal	54	1370	157	83	98	74	117	26	1979
Subtotal Ratio	33.3%	20.6%	7.6%	8.4%	13.3%	14.9%	13.7%	11.5%	18.3%
<b>Transfer Prepared:</b>									
No Transfer	10	178	18	6	9	8	10	2	241
Transferred	8	358	19	5	6	6	6	1	409
Subtotal	18	536	37	11	15	14	16	3	650
Subtotal Ratio	44.4%	66.8%	51.3%	45.5%	40.0%	42.8%	37.5%	33.3%	62.9%
<b>Total in Cohort</b>	<b>72</b>	<b>1906</b>	<b>194</b>	<b>94</b>	<b>113</b>	<b>88</b>	<b>133</b>	<b>29</b>	<b>2629</b>
<b>Ratios (Including All TP)<sup>11</sup></b>	<b>50.0%</b>	<b>42.9%</b>	<b>25.3%</b>	<b>19.1%</b>	<b>24.8%</b>	<b>28.4%</b>	<b>24.1%</b>	<b>20.7%</b>	<b>38.5%</b>

<sup>11</sup> Ratios are the number of Non Transfer Prepared – Completed Transfer Level Math or English – “Transferred” + the Subtotal of “Transfer Prepared” divided by the Grand Total. Data represent a cohort of first-time freshman, who began in any community college beginning 2000-01, and then tracked through the CCCCO MIS data system across six years. Data were obtained and disaggregated by population groups as reported by the California Community College Chancellor’s Office, 2008 ARCC secure data downloads.

The following numbers are not based on cohort data. They are the annual reported numbers of transferred students from MJC to the California State University system, expressed by proportions of ethnic groups per year. (CSU Analytic Studies reporting system called by year and student ethnicity.)

Modesto Junior College Transfers to the CSU System by Student Ethnicity											
Year	Black	Am. Indian	Asian	Filipino	Hispanic	O. Latino	Pac Islander	White	Unkn	Non Resident	Total
2007-08	18	9	60	8	148	38	11	386	118	10	806
%	2.2%	1.1%	7.4%	1.0%	18.4%	4.7%	1.4%	47.9%	14.6%	1.2%	100%
2006-07	11	11	62	11	153	44	11	430	117	9	859
%	1.3%	1.3%	7.2%	1.3%	17.8%	5.1%	1.3%	50.1%	13.6%	1.0%	100%
2005-06	21	6	49	14	137	33	12	349	100	5	726
%	2.9%	0.8%	6.7%	1.9%	18.9%	4.5%	1.7%	48.1%	13.8%	0.7%	100%
2004-05	15	6	44	3	142	32	6	339	110	12	709
%	2.1%	0.8%	6.2%	0.4%	20.0%	4.5%	0.8%	47.8%	15.5%	1.7%	100%
2003-04	8	10	47	12	113	24	8	301	102	11	636
%	1.3%	1.6%	7.4%	1.9%	17.8%	3.8%	1.3%	47.3%	16.0%	1.7%	100%
2002-03	12	6	66	7	145	33	3	409	161	15	857
%	1.4%	0.7%	7.7%	0.8%	16.9%	3.9%	0.4%	47.7%	18.8%	1.8%	100%
Overall	85	48	328	55	838	204	51	2,214	708	62	4,593
All %	1.9%	1.0%	7.1%	1.2%	18.2%	4.4%	1.1%	48.2%	15.4%	1.3%	100%

Obtained: CSU Analytic Studies – Community College Transfers to CSU System, <http://www.calstate.edu/as/abstract.shtml>, Accessed 09/19/2008.

**Transfer and “Transfer-Prepared” Student Cohort**

Summarized through data downloads from the annual 2008 CCCCO ARCC report, the overall mean ratio for a six-year study of MJC transferred students, plus the mean ratio of transfer-prepared students, was 38.5%. In terms of ethnicity, all categories reported higher ratios than the mean except Native American, Hispanic, and Pacific Islander at 31.6%, 31.9%, and 34.2% respectively.

Parsed from the same cohort, the groups by gender were consistent across groups with a mean of approx. 41% transfer and transfer-prepared ratios per group.

Age groups were identified by the students’ age at the beginning of the cohort year (2000-2001), and ranged from a low ratio of 19.1% for the 25-29 year olds, to a high of 50% for the “Unknown” age group. The largest group of transfer and transfer-prepared students was the <19 age group. (This would indicate that students in this group would be 22-24 years of age at the time of transfer.)

Transfers to CSU were largely white and Hispanic in ethnicity and averaged approximately 770 students per year.

---

## GOALS AND ACTIVITIES

---

### 1. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

---

#### GOAL 1.1

Increase the proportion of college going rate to correspond with the demographics of the community, specifically targeting a 1% increase in Hispanic students.

#### ACTIVITIES

- 1.1.1 Provide assessment at the high schools.  
Responsible: *Dean of Matriculation*
- 1.1.2 Offer workshops, tours, and field trips to provide information to guide students and their parents on all aspects of the application process.  
Responsible: *Dean of Matriculation and Director of Student Success*
- 1.1.3 Develop liaison work with fifth grade students through the Passport to College Program.  
Responsible: *Director of Early College Programs*
- 1.1.4 Provide Financial Aid workshops.  
Responsible: *Director of Financial Aid*
- 1.1.5 Develop an online Orientation for students.  
Responsible: *Dean of Matriculation and Dean of Counseling*
- 1.1.6 Develop an Orientation Guide/handbook (interactive).  
Responsible: *Dean of Matriculation and Director of Student Success*
- 1.1.7 Work with new registration data elements to improve capturing ethnicity data for current and future intervention activities.  
Responsible: *Director of Research and Planning*
- 1.1.8 Develop an online system to provide matriculation services to late registering students  
Responsible: *Dean of Matriculation and Webmaster*
- 1.1.9 Identify and assist limited English-speaking students prior to their assessment testing.  
Responsible: *Dean of Matriculation*

## **GOAL 1.2**

Increase the number of DSPS students by 1% to more accurately reflect the demographics of Stanislaus County.

### **ACTIVITIES**

- 1.2.1 Gather student data information in DSPS.  
Responsible: *Dean of Special Programs*
- 1.2.2 Provide information about DSPS programs (other support services) in more than one language and in alternative formats.  
Responsible: *Dean of Special Programs*
- 1.2.3 Provide brochures, outreach activities, motivational materials and presentations.  
Responsible: *Dean of Special Programs*

## **GOAL 1.3**

Provide enrollment processes that are easily understandable to empower our diverse student population, including non-English speaking, students with disabilities and students who are not computer literate (Matriculation Plan).

### **ACTIVITIES**

- 1.3.1 Translate the Student Handbook into Spanish.  
Responsible: *Dean of Matriculation*
- 1.3.2 Translate all enrollment services' phone trees into Spanish.  
Responsible: *Dean of Matriculation*
- 1.3.3 Implement Spanish version of T-Reg.  
Responsible: *Dean of Matriculation*

## **GOAL 1.4**

Review and improve course scheduling patterns (Matriculation Plan).

### **ACTIVITIES**

- 1.4.1 Review Program Review and other data concerning course availability.  
Responsible: *Vice President of Instruction and Vice President of Student Services*
- 1.4.2 Implement "Class Tracks" to effectively schedule classes for greater access.

Responsible: *Vice President of Instruction and Vice President of Student Services.*

1.4.3 Increase non-credit offerings for ESL and other non-traditional fields.

Responsible: *Vice President of Instruction and Vice President of Student Services*

1.4.4 Strategically schedule courses across all disciplines and sites

Responsible: *Vice President of Instruction and Vice President of Student Services*

---

## GOALS AND ACTIVITIES

---

### 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”*

---

#### GOAL 2.1

Increase successful course completion rates by 1% for underrepresented groups that fall below the college wide average rate.

#### ACTIVITIES

- 2.1.1 Initiate programs such as Punte and Umoja to enhance the educational experience and increase completion rates for Hispanic and African American populations.  
Responsible: *Academic Senate and Director of Student Success*
- 2.1.2 Increase the diversity of faculty to reflect student population.  
Responsible: *College President and Director of Human Resources*
- 2.1.3 Increase Learning Communities.  
Responsible: *Vice President of Student Services and Vice President of Instruction*
- 2.1.4 Develop student learning outcomes and service area objectives at the course, program, and institutional level.  
Responsible: *Academic Senate, Vice President of Student Services and Vice President of Instruction*

#### GOAL 2.2

Increase course completion rates by 1% for students.

#### ACTIVITIES

- 2.2.1 Implement a comprehensive First Year Program Experience.  
Responsible: *Vice President of Student Services and Vice President of Instruction*
- 2.2.2 Establish a campus based Student Mentoring Program.  
Responsible: *Vice President of Student Services and Vice President of Instruction*

---

## GOALS AND ACTIVITIES

---

### 3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or Basic Skills course to the number of those students who complete such a final course”*

---

#### GOAL 3.1

Track student progress and obtain persistence data of students from ESL and Basic Skills courses to college level courses.

#### ACTIVITIES

- 3.1.1 Create programming software that will track ESL and Basic Skills.  
Responsible: *Director of MJC Research and Planning, Director of District Research and Planning, Director of Basic Skills, and IT*
- 3.1.2 Generate annual reports directly related to ESL and Basic Skills student persistence.  
Responsible: *Assistant Vice Chancellor, Director of MJC Research and Planning, Director of District Research and Planning, and Director of Basic Skills*

#### GOAL 3.2

Increase by 1% student persistence in ESL and Basic Skills courses.

#### ACTIVITIES

- 3.2.1 Compare student success rates across the ESL and Basic Skills course levels and through subsequent course sequences.  
Responsible: *Director of MJC Research and Planning and Director of District Research and Planning, and Director of Basic Skills*
- 3.2.2 Establish early registration for basic skills students.  
Responsible: *Vice President of Student Services*
- 3.2.3 Enforce prerequisites and advisories for key gateway courses  
Responsible: *Vice President of Instruction*
- 3.2.4 Utilize selected components of the First Year Experience to provide support services for ESL and Basic Skills students  
Responsible: *Vice President of Student Services*

---

## GOALS AND ACTIVITIES

---

### 4. DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”*

---

#### GOAL 4.1

Increase the number of degrees and certificates awarded by 1%.

#### ACTIVITIES

4.1.1. Develop promotional materials to reflect the benefits of the process used to achieve an AS or certificate.

Responsible: *Vice President of Instruction and Vice President of Student Services*

4.1.2. Implement the degree audit system

Responsible: *Dean of Counseling and Dean of Matriculation, Vice President of Instruction and Vice President of Student Services*

4.1.3. Utilizing the degree audit system to notify students who are near graduation or certificate completion.

Responsible: *Dean of Counseling and IT*

4.1.4. Increase the number of students with formal Student Educational Plans (MJC Strategic Plan)

Responsible: *Dean of Special Programs, Director of Student Success and Dean of Counseling*

---

## GOALS AND ACTIVITIES

---

### 5. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

---

#### GOAL 5.1

Increase the number of students by 1% who transfer to four-year institutions.

#### ACTIVITIES

- 5.1.1 Invite students who are transfer-bound to attend transfer workshops.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*
- 5.1.2 Participate in the data-sharing program with the UC and CSU systems to assist students to transfer.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*
- 5.1.3 Partner with regional universities to create smoother transfer paths.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*
- 5.1.4 Schedule “Successful Transfer Strategies” workshops for all students.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*
- 5.1.5 Develop and strengthen articulation between MJC and the four-year institutions.  
Responsible: *Articulation Officer and Dean of Counseling and Dean of Matriculation*

#### GOAL 5.2

Increase the number of students by 1% who participate in the Transfer Admission Guarantee Program.

#### ACTIVITIES

- 5.2.1 Promote Transfer Admission Guarantee Programs.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*
- 5.2.2 Create a marketing strategy to disseminate information regarding the availability of Transfer Admission Guarantees.  
Responsible: *Dean of Counseling and Transfer Center Coordinator*

- 5.2.3 Increase articulation with Historically Black Colleges and Universities and Hispanic-Serving Institutions.  
Responsible: *Articulation Officer*
  
- 5.2.4 Create marketing strategies targeting underrepresented students.  
Responsible: *Dean of Counseling and Director of Student Success*

---

# Budget

---

## Source of Funding

The college will commit resources to support its student outreach success programs. In addition, the college will seek external resources to support the development and initial implementation of student success initiatives. The Student Equity Plan will educate the institution's planning and budget committee regarding its goals. Sources of funding for the Student Equity Plan shall include both internal and external resources.

### Internal Resources

Utilize existing resources to support campus programs

Link the Student Equity Plan to the college planning process.

Prioritize Student Equity goals that parallel the goals of the college.

### External Resources

Apply for grants that address student equity initiatives.

---

# Evaluation Schedule and Process

---

The MJC Research and Planning Office will work closely with the Student Success Committee to design the formative and summative evaluations to assess the goals and objectives of this plan. The goals of the Student Equity Plan will be included in the college Strategic Planning Process and in the annual measures of Institutional Effectiveness.

The Student Success Committee will be responsible for the implementation, coordination, and monitoring of the Student Equity Plan. The Student Equity Plan will be a standing item on the agenda. The Student Success Committee will provide reports at Student Services Council, Instructional Administrative Council, and at College Council regarding the Student Equity Plan.

Once each semester the Student Success Committee will dedicate its meeting to discuss the following questions:

- Are the Student Equity Plan activities being conducted?
- What are the measurable outcomes of the activities?
- Are there adjustments that need to be made?
- Have the goals been achieved?

The Student Equity Plan will be reviewed and updated annually. Additional data will help guide or supplement the development of future goals and objectives.