

**Institutional Effectiveness Report
2008**

Modesto Junior College

**Prepared by the
Research and Planning Office**

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Introduction

Success!

MJC is an institution that I am proud to attend and serve. As a student and a leader on campus, our college never ceases to impress me. From professors who care deeply about each student's success, to administrators who spend long hours working to improve the institution, to students who work to not only better themselves but their communities, there is no end to the talent, passion, and professionalism that is cultivated by our college. I will always appreciate what this college has given me, in terms of knowledge and opportunities to serve others.

–Taylor White, President
Modesto Junior College Associated Students

Modesto Junior College stands committed to student learning, educational excellence, and institutional effectiveness. As part of this commitment, we are dedicated to developing a “culture of evidence” as a cornerstone for supporting institutional effectiveness at our college. As we work to strengthen our strategic planning, an integral aspect will be the collection, evaluation and use of relevant data to inform our decision making and college planning. This report contains important demographic information and trends that will be used by departments across campus as we continue to implement a comprehensive, integrated and continual cycle of planning for MJC. I urge my colleagues to embrace and use this collection of data to improve all aspects of academic offerings, student learning and student services at MJC, with the collective goal of creating a stronger, more effective college for our students and our community.

–Jim Sahlman, President
Modesto Junior College Academic Senate

MJC is a student-centered institution. Student learning is of the highest priority for our faculty, staff and administrators. MJC has a distinguished heritage of providing educational excellence to our community. We are proud of our expansive and rigorous curriculum, as well as the many opportunities for learning outside the classroom such as Civic Engagement, Modesto Area Partners in Science lectures, and cultural activities that include films, music recitals, plays, art exhibits, ethnic and cultural celebrations. It is our pleasure and privilege to assist students in achieving their plans for higher education and a promising future.

–Dr. Richard D. Rose, President
Modesto Junior College

Modesto Junior College Vision and Mission Statement

Vision Statement

As the first choice for educational excellence in our community, Modesto Junior College will enrich lives by challenging all students to become successful, lifelong learners who strengthen their community in a diverse and changing world.

Mission Statement

Modesto Junior College provides a comprehensive student-centered learning community for all who can benefit by offering innovative instructional and student support programs that respond to the educational needs of our diverse community.

We fulfill this mission as an institution of higher education through:

- University Transfer Education
- General Education
- Career and Technical Education
- Basic Skills Education
- Workforce Development
- Civic Engagement
- Comprehensive Student Services
- Community Education
- Partnerships with the Community
- Economic Development

Core Values Statement

- Excellence:** We value and encourage innovation, creativity and commitment in achieving and sustaining a quality educational environment through continuous improvement.
- Inclusiveness:** We value others and ourselves as unique individuals and celebrate both our commonalities and differences. We promote open communication, ongoing collaboration and the free exchange of ideas.
- Integrity:** We value mutual respect, honor the dignity of each individual and foster a civil and ethical environment.
- Learning:** We value learning as a lifelong process and strive to adapt and be responsive to new challenges and opportunities.
- Stewardship:** We value social responsibility and hold ourselves accountable for the efficient and effective use of the human, physical and fiscal resources entrusted to us.

Executive Summary

The eight key highlights drawn from the collection of information, and detailed charts and figures contained in the fall 2008 “Institutional Effectiveness Research Update” for Modesto Junior College are summarized as follows:

1. The Stanislaus County population will continue to grow by approximately 6% to 2013, with average ages getting older as is the current trend for the state and nation in the “graying of America.” For the Stanislaus and Central Valley Region, this will mean fewer high school graduates and fewer 18-20 year old first-time students enrolling in colleges. This also means that the area’s population will experience an increase in the average age of its workforce.

The gender distribution of males and females at Modesto Junior College is expected to remain the same at 60% female and 40% male, but the ethnic group majority will move toward parity in the Hispanic and white population ratios and become a bi-majority for MJC by 2013. ([Chapter 1](#))

2. The county’s economic indicators have changed rapidly over the past four years with fewer jobs and higher unemployment rates, a weakening of the real estate market with area home values losing much of their value, and significant increases in the consumer price index and rising fuel costs. ([Chapter 2](#))
3. Stanislaus County high school graduates’ preparedness for college compares well to the CSU statewide averages for successfully completing admissions testing. There may be a sizable number of high school students who do not progress toward admission to a university, however; and for those, many appear to be struggling at the eleventh grade level according to their performance on English and math proficiency exams. ([Chapter 3](#))
4. A profile of the MJC student body is largely under 30 years of age, white or Hispanic, female, and resides within a short distance of the campus (nearly half reside in the Modesto City area alone). In educational goals, a large percent of students initially declare “undecided” on their applications but after contact with advisors 48% update their goals to transfer to a university, or transfer to a university without a degree. Another 12% declare goals of AA/AS degrees, most of the remaining student goals are career related. ([Chapter 4](#))
5. In terms of student access to college, MJC’s enrollments declined in 2004-05 but recovered and increased steadily over the past four years in both the fall and spring terms. In 2007-08, Hispanics represented nearly 28% of the MJC population and the white population, 39%. Both, however, are underrepresented, given the 40% and 50% ratios respectively for the county’s population. Note: MJC’s ethnicity data is collected via a self-declared selection on the MJC student’s application. Nearly 20% of the applications recorded ethnicities as “Undeclared” or “Decline to State.”

MJC attracts and enrolls 45% of the area’s high school graduates within one year of their graduation.

In terms of financial need, nearly two of every five students (40%) receive some form of

fee waiver (BOG waiver). Nearly half of all MJC students enroll in 9 or more credit units per term.

For the past four fall terms (Fall 2004-Fall 2008), one in every five MJC students (20%) is a first-time freshman. Students returned to enroll in subsequent terms (continuing students) by 55-60% while another 30% returned after a break in semesters. ([Chapter 5](#))

6. The retention of MJC students (those who remain in the course to receive a grade) is 83-86%, and the success rate (those who earn passing grades) is between 63-66%. Consistent since 2004, the spring terms tend to have slightly lower ratios in retention. Approximately 60% of the MJC students persist to the next term (return to enroll in the subsequent term). In 2007, the Start Smart participants persisted at a ratio of nearly 80%.

In fall 2007, credit MJC students earned approximately 12 degree-applicable units on average. Females had slightly higher averages than did males, and the “Unknown”, white, Hispanic and Asian students averaged slightly higher than 12 degree applicable units completed.

The numbers of earned degrees and certificates have increased over a seven year period from 2001 to 2007. The number of transfers to CSUs and UCs have increased by 11% over the seven year period and once transferred, MJC students compared favorably with the system-wide transfer student GPAs. They were reported with higher overall GPAs and higher GPAs as well in their subsequent year of university work. ([See Chapter 6](#))

7. MJC students responded to a Spring 2006 survey of student engagement in which their mean ratings were compared to national ratings from other community colleges and specifically to Hispanic Serving Institutions’ students. MJC students indicated the “value added” to their personal development via their experience at MJC. The composite mean scores were within one to two percentage points of the national means. Those rated highest in “importance and satisfaction” were the computer labs and skills labs. ([Chapter 7](#))
8. The California Community College system-wide ARCC report (Accountability Report for Community Colleges) is a new tool to the CCC system and to MJC. Both the State and the colleges are refining their reporting systems which means we are still in the early stages of institutionalizing this report. Early data do indicate, however, that MJC falls well within the low and high averages for its peer group on the seven individual indicators. This report will become more useful to the College in future years as data are added to the comparisons. ([Chapter 8](#))

Implications for Planning

Local, regional and national climates can change quickly as was reflected in the unexpected forces that dramatically affected the housing and employment figures over the recent past. The effect of which will not be known for some years to come. With that in mind, the 2008 research compilations and summaries contained in this report will be continually monitored, revised and/or updated so that information can be widely disseminated and used by the College to build, refine and strengthen its strategic planning and goals.

Chapter 1. Characteristics of MJC's Service Area¹

Modesto Junior College (MJC) is the larger of the two colleges within the Yosemite Community College District and serves primarily Stanislaus County and the cities of Modesto, Turlock, Ceres, and Oakdale/Riverbank. Its sister college, Columbia College, serves primarily Tuolumne County and the communities of Sonora, Jamestown, Soulsbyville, Tuolumne, Twain Harte, and Columbia. Columbia also draws students from nearby Calaveras County and the communities of Murphys, San Andreas, Angels Camp and Arnold.

MJC draws approximately 14% of its enrollments from neighboring counties while Columbia draws 31% of its enrollments from neighboring counties and its closest neighbor, Calaveras County.

2007 Fall Enrollment by County

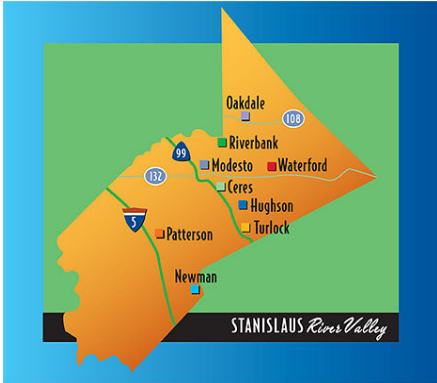
Yosemite Community College District Enrollments by County			
MJC	19,195 – (%)	Columbia College	3,283 – (%)
Stanislaus County	16,308 (85.0%)	Tuolumne County	2,102 (64.0%)
San Joaquin County	1,910 (10.0%)	Calaveras County	699 (21.3%)
Merced County	529 (2.8%)	Stanislaus County	228 (6.9%)
Tuolumne County	130 (<1%)	Amador County	51 (1.6%)
Calaveras County	82 (<1%)	San Joaquin & Mariposa Counties	41 (1.2%)

2007 Fall Enrollment by Community

Yosemite Community College District Enrollments by Community			
MJC	19,195 – (%)	Columbia College	3,283 – (%)
Modesto (Stanislaus)	9,289 (48.4%)	Sonora (Tuolumne)	1,146 (34.9%)
Turlock (Stanislaus)	2,027 (10.6%)	Jamestown (Tuolumne)	246 (7.5%)
Ceres (Stanislaus)	1,357 (7.1%)	Twain Harte (Tuolumne)	177 (5.4%)
Oakdale (Stanislaus)	735 (3.8%)	Columbia (Tuolumne)	173 (5.3%)
Riverbank (Stanislaus)	659 (3.4%)	Murphys (Calaveras)	152 (4.6%)
Manteca (San Joaquin)	588 (3.1%)	Oakdale (Stanislaus)	133 (4.0%)
Patterson (Stanislaus)	557 (2.9%)	San Andreas (Calaveras)	123 (3.7%)
Ripon (San Joaquin)	481 (2.5%)	Tuolumne (Tuolumne)	122 (3.7%)
Salida (Stanislaus)	464 (2.4%)	Soulsbyville (Tuolumne)	96 (2.9%)
Escalon (San Joaquin)	379 (2.0%)	Angels Camp (Calaveras)	94 (2.9%)
Hughson (Stanislaus)	340 (1.8%)	Arnold (Calaveras)	77 (2.3%)
Waterford (Stanislaus)	264 (1.4%)	Copperopolis (Calaveras)	57 (1.7%)
Newman (Stanislaus)	198 (1.0%)	Groveland (Tuolumne)	55 (1.7%)
Tracy (San Joaquin)	181 (<1%)	Valley Springs (Calaveras)	50 (1.5%)
Stockton (San Joaquin)	156 (<1%)	Modesto (Stanislaus)	40 (1.2%)
Denair (Stanislaus)	155 (<1%)	Mi Wuk Village (Tuolumne)	38 (1.2%)
Hilmar (Merced)	139 (<1%)	Altaville (Calaveras)	32 (<1%)
Delhi (Merced)	136 (<1%)	LaGrange (Stanislaus)	32 (<1%)
Keyes (Stanislaus)	74 (<.5%)	Mountain Ranch (Calaveras)	29 (<1%)
Sonora (Tuolumne)	68 (<.5%)	Coulterville (Mariposa)	28 (<1%)

¹ YCCD External Affairs Office, 12/19/2007.

Tri-County Population and Projections ²



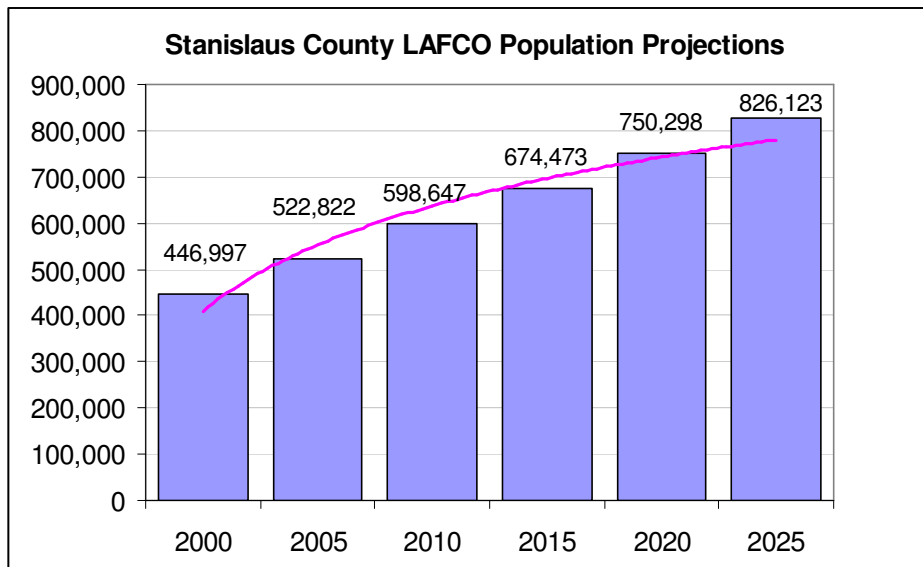
MJC's student population is primarily comprised of Stanislaus County residents (85%), and nearly half of all MJC enrollments reside in the city of Modesto (48%).

The Stanislaus Local Agency Formation Commission (LAFCO) has studied local land uses for decades since it was first commissioned by Governor E. G. Brown, Sr. in 1959. The 2003 document, "Stanislaus LAFCO Final Report, Chapter 4 – Growth and Development" provides projections based on historical growth of Stanislaus County as reported in the 1990-2000 U.S. Census. This report indicates that Stanislaus County will continue to

grow at approximately 3% per year to the year 2025.

These Stanislaus County LAFCO data are reflected in the chart below.

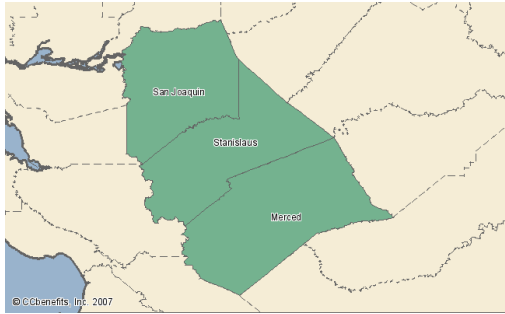
Figure 1. 1: Population Forecast – Stanislaus County Growth ³



² Source: Stanislaus Economic Development & Workforce Alliance: <http://www.stanalliance.com/communities>

³ Source: Stanislaus LAFCO, "Municipal Service Review", 2000-2025 Growth Projections – Inter-Regional Partnership Report, 2003, <http://www.stanislauslafco.org/info/PDF/FireMSR/Ch4-Growth.pdf>

Surrounding Counties Population Change to 2013 ⁴



A compilation of available data for the tri-county area of Stanislaus, San Joaquin and Merced counties compares projected population increases from 2008 to 2013. Based on Department of Finance and Economic Modeling Specialists, Inc. data, the region will continue to grow by between 6-8%. That is, Stanislaus will grow by 6%, San Joaquin by 8% and Merced by 7%.

Figure 1.2: Population Growth Rate Forecast – Stanislaus, San Joaquin, Merced Counties ⁵

	2008 Population	2013 Population	Change	% Change
Stanislaus County	534,111	567,258	33,143	6%
San Joaquin County	711,302	768,234	56,932	8%
Merced County	257,912	276,514	18,602	7%

Figure 1.3: Population Growth Rate by Ethnicity – Stanislaus, San Joaquin, Merced Counties

Race/Ethnicity	Stanislaus % Change	San Joaquin % Change	Merced % Change
White, Non-Hispanic	0%	0%	1%
White Hispanic	13%	13%	12%
Non-White Hispanic	10%	13%	10%
Black or African American	10%	13%	6%
American Indian or Alaska Native	4%	10%	5%
Asian	10%	10%	2%
Native Hawaiian and other Pacific Islander	13%	5%	11%
Two or more races	9%	15%	9%
Overall	6%	8%	7%

The distribution of males and females across all three counties is projected to remain fairly constant with a 6-8% increase in both groups through 2013.

Figure 1.4: Population by Gender to 2013 – Stanislaus, San Joaquin, Merced Counties

Gender	Stanislaus % Change	San Joaquin % Change	Merced % Change
Males	49.5%	50.1%	50.4%
Females	50.5%	49.9%	49.6%
Overall	100%	100%	100%

⁴ MJC Research and Planning Office, “Analysis of Projected Changes in Demographics in Stanislaus, San Joaquin, and Merced Counties 2008 to 2013”, Dr. Kenneth Hart, 09/03/2008.

⁵ Sources: Economic Modeling Specialist, Inc. (9/08), EMSI, 2007, and Department of Finance.

Tri-County Population Growth Rate Forecasts by Ages

Figure 1.5: Stanislaus Population Growth Rate by Ages to 2013

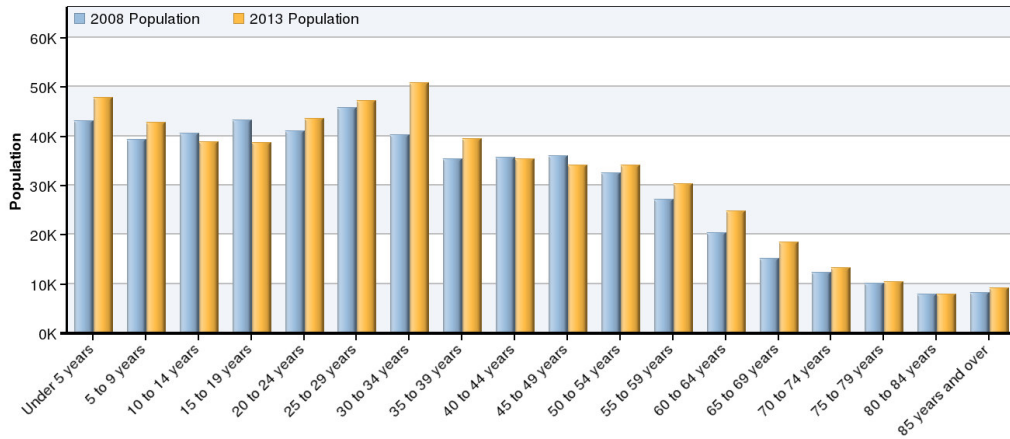


Figure 1.6: San Joaquin Population Growth Rate by Ages to 2013

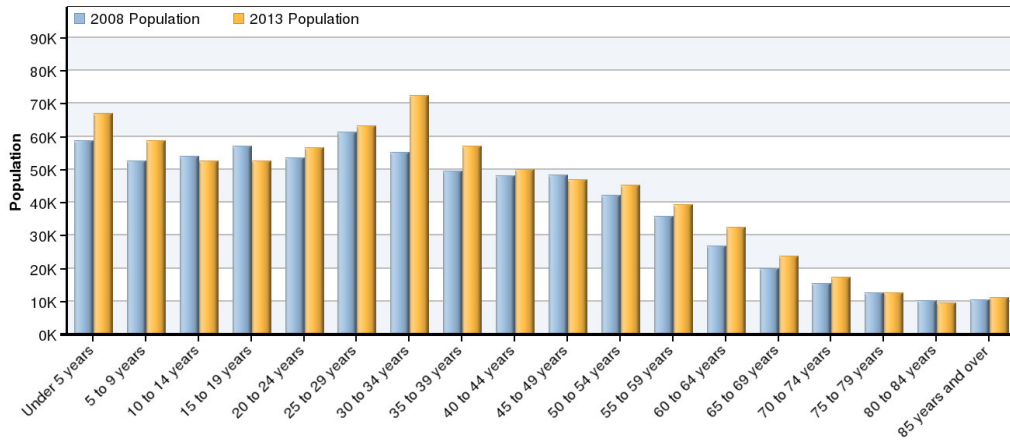
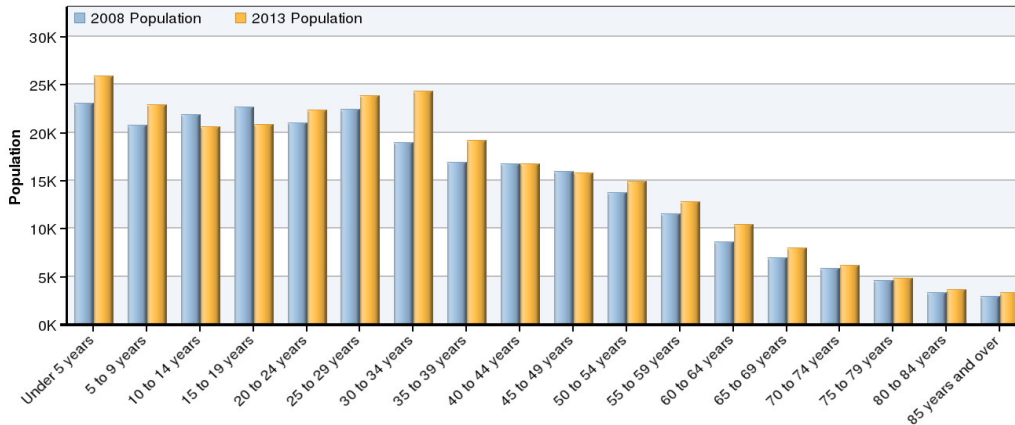


Figure 1.7: Merced Population Growth Rate by Ages to 2013



Tri County Population Growth Rate Forecasts by Ethnicity

Figure 1.8: Stanislaus Population Growth Rate by Ethnicity to 2013

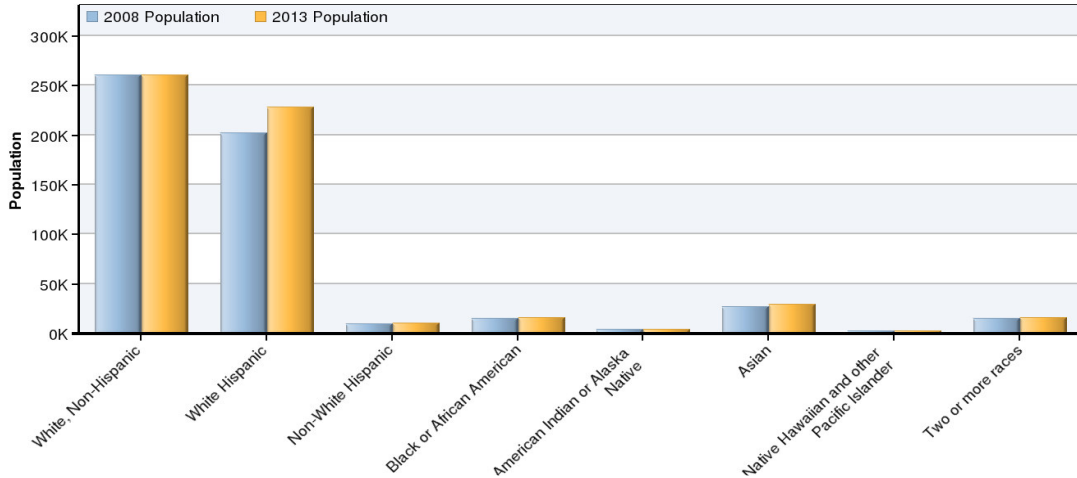


Figure 1.9: San Joaquin Population Growth Rate by Ethnicity to 2013

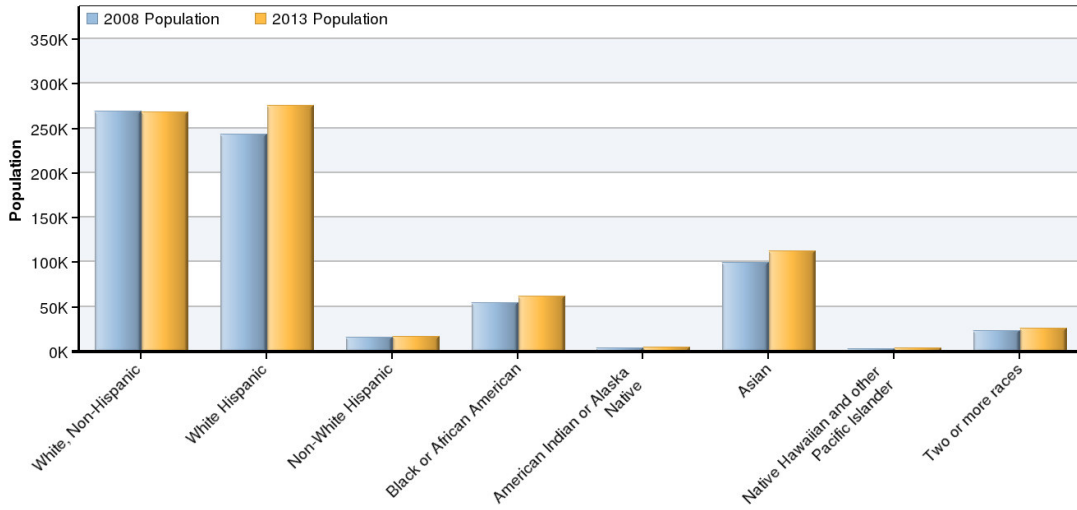
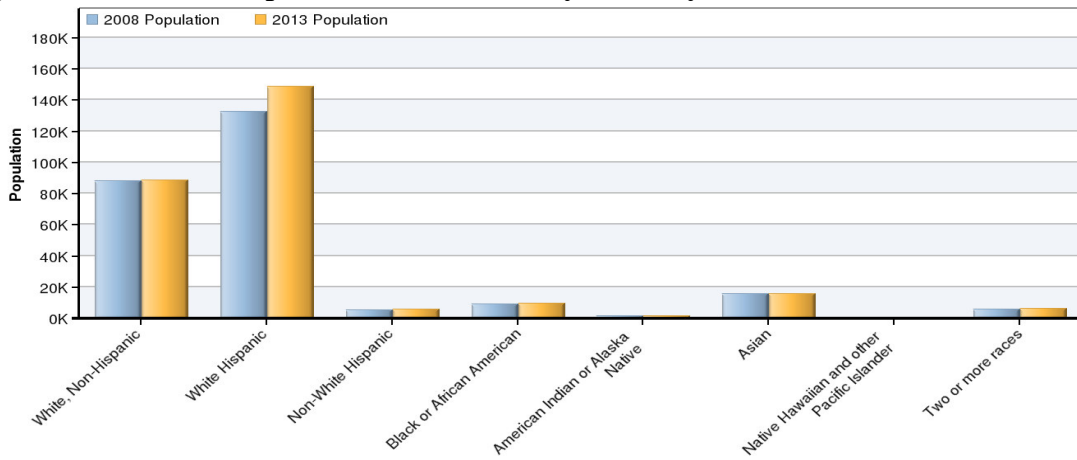


Figure 1.10: Merced Population Growth Rate by Ethnicity to 2013



Population Change Summary

Overall County Population Increases

- Stanislaus County, over twice the size of Merced yet smaller than San Joaquin County, is projected to increase in population by an approximate 6 percent.
- San Joaquin County, the largest of the three counties in population, is projected to experience the largest percentage population increase—8 percent from 2008 to 2013.
- Merced County is projected to experience a 7 percent increase during this period.

Average Population Ages (according to Economic Modeling Specialists, Inc.)

- Stanislaus County is projected to experience a 4 percent decline in the 10 to 14 year-old group and an 11 percent decline in the 15 to 19 year-old group from 2008 to 2013.
- San Joaquin County is projected to experience a 3 percent decline in the 10 to 14 year-old group and an 8 percent decline in the 15 to 19 year-old group during this period.
- Merced County is projected to experience a 5 percent decline in the 10 to 14 year-old group and an 8 percent decline in the 15 to 19 year-old group during this period.

Please note: The CA Dept. of Finance Demographic Research Unit's data for 2000 to 2010 projects a decline as well in two older age groups (35-39 and 40-44) for all three counties.

Race/Ethnicity Increases

- Stanislaus County is projected to experience an increase of 13 percent in the white Hispanic group and 10 percent in the non-white Hispanic group, a 13 percent increase in the Native Hawaiian/Other Pacific Islander group, 10 percent increases in the African American group and the Asian group, and a 9 percent increase in the Two or More Races Group.
- San Joaquin County is projected to experience an increase of 15 percent in the Native Hawaiian/ Other Pacific Islander group; 13 percent increases in the white Hispanic group, the African American group, and the Asian group; and 10 percent increases in the Two or More Races group and non-white Hispanic group.
- Merced County is projected to experience an increase of 12 percent in the white Hispanic group and 10 percent in the non-white Hispanic group, 11 percent in the Native Hawaiian/Other Pacific Islander group, and 9 percent in the Two or More Races group.

Gender

- In terms of gender for all three counties, ratios will remain virtually unchanged at a near 50-50 split in male/female ratios to 2013.

Please refer to the end notes concerning use of external data sources for the compilation of county demographic data.ⁱ

Chapter 2. State and Stanislaus County Economic Climate and Labor Market

Unemployment⁶

The unemployment rate (UR) for Stanislaus County, historically higher than the state average, improved from a 10.6% in 1999 to 8.8% in 2007. However, it still hovered well above the statewide average of 6.6 and 8.8. At midyear 2008 however, the data show the Stanislaus County UR rate reaching its previously high 1999 UR level of 10.6%.

Figure 2. 1: Unemployment Rates, Stanislaus County – 2000 to 2008

Year	Period	Labor Force	No. of Employed	No. of Unemployed	UR %
2008	May	235,900	210,700	25,200	10.7
2008	Apr	233,400	208,600	24,800	10.6
2008	Mar	234,500	208,000	26,500	11.3
2008	Feb	232,900	207,800	25,100	10.8
2008	Jan	233,200	208,200	25,000	10.7
2007					
2007	Annual	231,200	210,900	20,300	8.8
2006	Annual	228,000	209,800	18,200	8
2005	Annual	229,100	209,700	19,400	8.5
2004	Annual	225,600	204,700	20,900	9.2
2003	Annual	223,400	201,300	22,100	9.9
2002	Annual	220,300	199,000	21,300	9.7
2001	Annual	214,300	196,400	17,900	8.3
2000	Annual	207,700	191,500	16,200	7.8
1999	Annual	202,200	180,700	21,500	10.6
1998	Annual	201,400	176,700	24,700	12.3
1997	Annual	197,900	171,600	26,300	13.3
1996	Annual	195,000	166,900	28,100	14.4
1995	Annual	192,300	162,600	29,700	15.5
1994	Annual	193,500	162,800	30,700	15.9
1993	Annual	194,400	161,500	32,900	16.9
1992	Annual	191,900	160,100	31,800	16.6
1991	Annual	183,300	156,100	27,200	14.8
1990	Annual	180,500	159,100	21,400	11.9

Economic Indicators

The state uses a variety of economic measurements to determine the status of economic growth, such as the number of building permits obtained, the consumer price index, the median price of existing homes sold, state revenues and taxable sales.

Number of construction permits

Stanislaus County decreased by 11% between 2006 and 2007 (dropping from 2,095 permits to 1,865 permits)¹²

⁶ California Employment Development Department, <http://www.labormarketinfo.edd.ca.gov/>

Consumer Price Index

The average change over time in the prices paid by consumers for goods and/or services increased in California by 3.2% between 2006 and 2007⁷. For the U.S. in general, the CPI increased 2.7%.¹²

Property values

Existing homes in California dramatically changed in the past five years, both increasing and decreasing since June 2004, peaking in 2007 only to drop below 2004 levels in 2008. For Stanislaus County the median priced home fell from a high of \$375,000 in 2006 to \$201,000 in 2008. Homes sold in Stanislaus County have dropped 25.6% from 2004 to the current 2008 reported values.⁸

Figure 2. 2: Median Home Price Comparison, Stanislaus County / California

Median Home Prices	CA ⁹	Cumulative Rate of Change	Stanislaus County	Cumulative Rate of Change
June 2008	368,250	-22.3%	201,000	-25.6%
June 2007	594,260	25.4%	340,000	25.9%
June 2006	576,000	21.5%	375,000	38.9%
June 2005	523,150	10.3%	352,250	30.5%
Base Year: 2004	474,000	0%	270,000	0%
Overall Averages	390,367		307,650	

Cumulative rate of change is calculated on the base year, 2004.

Stanislaus County Family Economics

Stanislaus County households, as well as the surrounding Central Valley Region, face a number of challenges. Median wages are low, more households receive food stamps, and more teens are unemployed and/or not attending school than statewide ratios.

Figure 2. 3: Family Economics in Stanislaus County¹³

	Stanislaus County	Central Valley Region	CA
Per capita family income (dollars)	\$20,349	\$18,626	\$26,800
Children living in poverty	19%	26%	19%
Households receiving food stamps	12%	17%	10%
People in overcrowded households	7%	10%	8%
Teens neither in school or working	11%	11%	8%

⁷ California Employment Development Department. <http://www.labormarketinfo.edd.ca.gov/>

⁸ California Department of Finance. <http://www.dof.ca.gov>, and National Association of Realtors.

⁹ Source: www.lao.ca.gov/2004/cal_facts/cal_facts_econ_2004.pdf and http://www.lao.ca.gov/2006/cal_facts/calfacts_economy_2006.pdf. The interim 2005 median home price is from California Association of Realtors Press release, February 9, 2006.

Top 20 Occupations for Central Valley – 2008 to 2013

Data summarized below reflect that of the Central Valley region consisting of eleven counties: Calaveras, Fresno, Kern, Kings, Madera, Merced, San Benito, San Joaquin, Stanislaus, Tulare and Tuolumne.

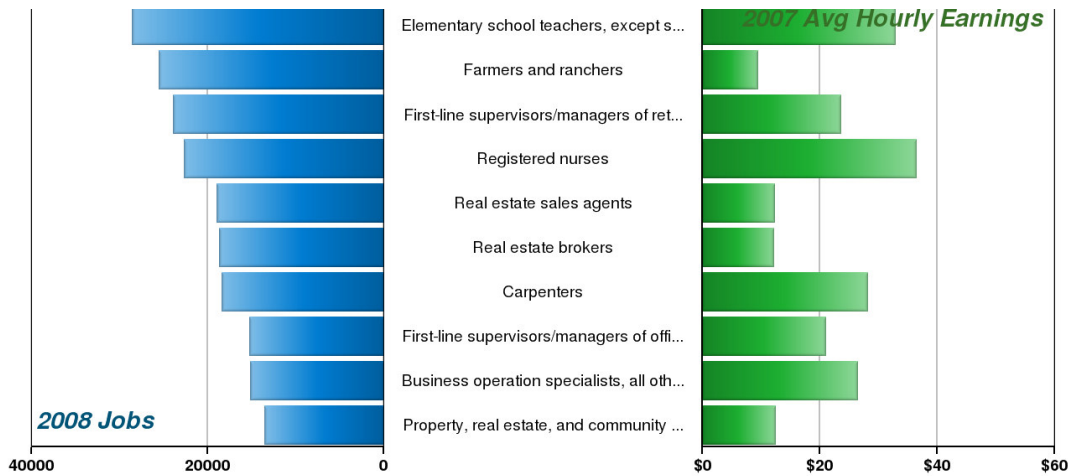


Figure 2. 4: Occupations Projection to 2013

SOC Code	Description	2008 Largest # of Jobs	2013 Largest # of Jobs	Change	% Change	2006 Hourly EPW
25-2021	Elementary school teachers, except special education	28,588	31,437	2,849	10%	\$32.85
11-9012	Farmers and ranchers	25,482	23,997	-1,485	-6%	\$9.46
41-1011	First-line supervisors/managers of retail sales workers	23,895	24,891	996	4%	\$23.57
29-1111	Registered nurses	22,705	25,491	2,786	12%	\$36.39
41-9022	Real estate sales agents	18,927	23,438	4,511	24%	\$12.22
41-9021	Real estate brokers	18,691	23,155	4,464	24%	\$12.20
47-2031	Carpenters	18,388	20,557	2,169	12%	\$28.13
43-1011	First-line supervisors/managers of office and administrative support workers	15,208	16,027	819	5%	\$20.95
13-1199	Business operation specialists, all other	15,150	17,131	1,981	13%	\$26.43
11-9141	Property, real estate, and community association managers	13,570	16,521	2,951	22%	\$12.47
25-2031	Secondary school teachers, except special and vocational education	12,814	13,584	770	6%	\$39.52
31-1012	Nursing aides, orderlies, and attendants	12,571	13,901	1,330	11%	\$10.89
11-9199	Managers, all other	12,384	13,256	872	7%	\$55.83
47-1011	First-line supervisors/managers of construction trades and extraction workers	11,102	12,133	1,031	9%	\$33.56
25-3099	Teachers and instructors, all other	10,619	11,469	850	8%	\$24.85
13-2011	Accountants and auditors	10,326	11,000	674	7%	\$20.65
25-2022	Middle school teachers, except special and vocational education	10,137	11,034	897	9%	\$36.00
35-1012	First-line supervisors/managers of food preparation and serving workers	8,651	9,367	716	8%	\$11.52
47-2111	Electricians	8,349	9,407	1,058	13%	\$25.90
49-3023	Automotive service technicians and mechanics	7,969	8,673	704	9%	\$22.54

Source: EMSI Complete Employment - Spring 2008 Release v. 2

Occupations Projection to 2013

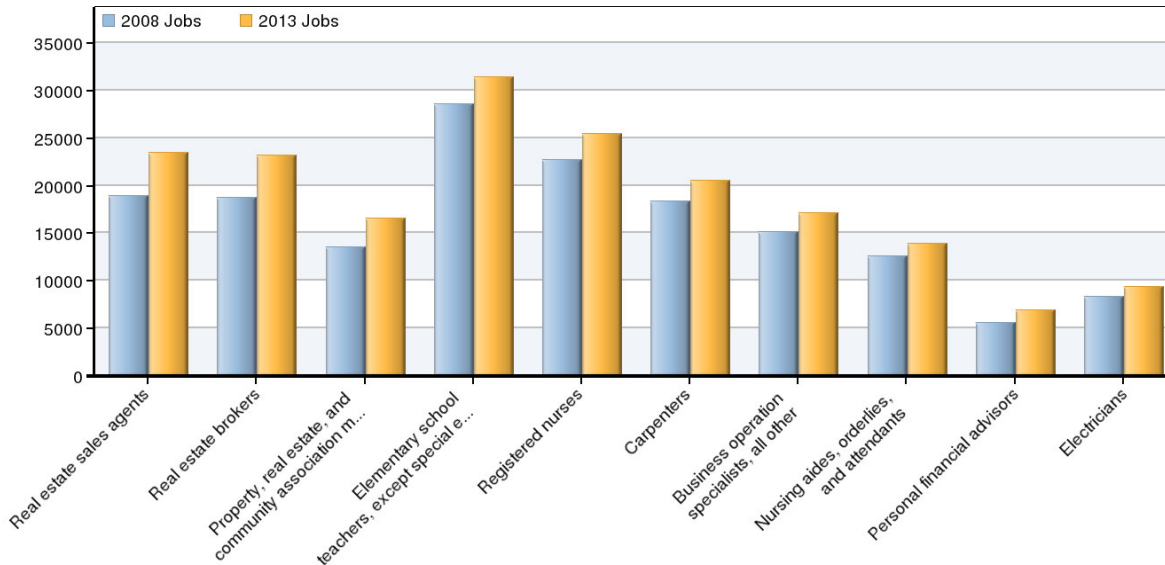
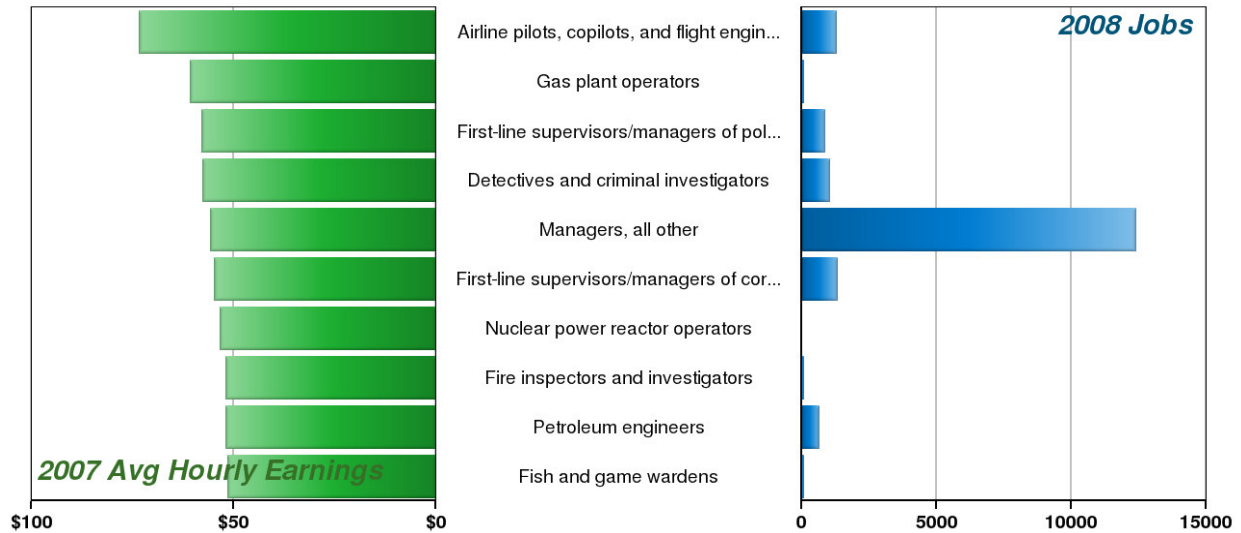


Figure 2.5: Fastest Growing Professions Projection to 2013

SOC Code	Description	2008 Jobs	2013 Jobs	Growth	Growth %	2007 Avg Hourly Earnings
41-9022	Real estate sales agents	18,927	23,438	4,511	24%	\$12.22
41-9021	Real estate brokers	18,691	23,155	4,464	24%	\$12.20
13-2052	Personal financial advisors	5,588	6,899	1,311	23%	\$12.26
13-2021	Appraisers and assessors of real estate	4,442	5,442	1,000	23%	\$15.91
11-9141	Property, real estate, and community association managers	13,570	16,521	2,951	22%	\$12.47
41-3031	Securities, commodities, and financial services sales agents	5,298	6,312	1,014	19%	\$16.62
47-2152	Plumbers, pipefitters, and steamfitters	5,832	6,668	836	14%	\$22.73
13-1199	Business operation specialists, all other	15,150	17,131	1,981	13%	\$26.43
47-2111	Electricians	8,349	9,407	1,058	13%	\$25.90
29-1111	Registered nurses	22,705	25,491	2,786	12%	\$36.39
47-2031	Carpenters	18,388	20,557	2,169	12%	\$28.13
31-1012	Nursing aides, orderlies, and attendants	12,571	13,901	1,330	11%	\$10.89
33-3051	Police and sheriff's patrol officers	6,862	7,637	775	11%	\$32.34
25-2021	Elementary school teachers, except special education	28,588	31,437	2,849	10%	\$32.85
47-1011	First-line supervisors/managers of construction trades and extraction workers	11,102	12,133	1,031	9%	\$33.56
25-2022	Middle school teachers, except special and vocational education	10,137	11,034	897	9%	\$36.00
25-3099	Teachers and instructors, all other	10,619	11,469	850	8%	\$24.85
11-9199	Managers, all other	12,384	13,256	872	7%	\$55.83
43-1011	First-line supervisors/managers of office and administrative support workers	15,208	16,027	819	5%	\$20.95
41-1011	First-line supervisors/managers of retail sales workers	23,895	24,891	996	4%	\$23.57

Source: EMSI Complete Employment - Spring 2008 Release v. 2

Figure 2. 6: Highest Paying Occupations Projection to 2013



SOC Code	Description	2008 Jobs	2013 Jobs	Change	% Change	2007 Avg Hrly Erngs
53-2011	Airline pilots, copilots, and flight engineers	1,295	1,364	69	5%	\$73.35
51-8092	Gas plant operators	80	87	7	9%	\$60.65
33-1012	First-line supervisors/managers of police and detectives	857	953	96	11%	\$57.95
33-3021	Detectives and criminal investigators	1,045	1,208	163	16%	\$57.73
11-9199	Managers, all other	12,384	13,256	872	7%	\$55.83
33-1011	First-line supervisors/managers of correctional officers	1,322	1,482	160	12%	\$54.73
51-8011	Nuclear power reactor operators	11	12	1	9%	\$53.23
33-2021	Fire inspectors and investigators	60	66	6	10%	\$52.00
17-2171	Petroleum engineers	645	663	18	3%	\$51.81
33-3031	Fish and game wardens	56	61	5	9%	\$51.50
17-2151	Mining and geological engineers, including mining safety engineers	93	97	4	4%	\$50.21
53-2021	Air traffic controllers	444	477	33	7%	\$50.03
51-7031	Model makers, wood	41	47	6	15%	\$49.55
29-1124	Radiation therapists	100	112	12	12%	\$47.03
51-9082	Medical appliance technicians	79	84	5	6%	\$46.85
29-2033	Nuclear medicine technologists	167	175	8	5%	\$46.27
29-1071	Physician assistants	610	684	74	12%	\$45.76
33-1021	First-line supervisors/managers of fire fighting and prevention workers	712	791	79	11%	\$44.99
19-2021	Atmospheric and space scientists	32	35	3	9%	\$43.98
11-9061	Funeral directors	139	138	-1	-1%	\$43.61

Source: EMSI Complete Employment - Spring 2008 Release v. 2

Summary of Stanislaus County and YCCD College Service Area

Unemployment ratios (UR) for Stanislaus County improved considerably from 2004 to 2007, dropping to as low as 8.0% in 2006, yet remained above the state rate of 5.0% and the national rate of 5.6% for the same period.¹⁰ Recent data obtained from the Employment Development Department for June of 2008 show the unadjusted seasonal Stanislaus UR had increased to over 10%.

The economic indicators for both California and Stanislaus County reflect a change from the previous five years. Housing prices have declined below 2004 levels, the consumer price index (CPI) has increased to above national levels, and the housing starts and median home values have declined substantially through mid-year of 2008.

- Of the projected top 20 **fastest-growing** occupations from 2008 to 2013, the following six occupations are projected to have the **highest percent growth**:
 - ✓ Real estate sales agents* (24%)
 - ✓ Real estate brokers* (24%)
 - ✓ Personal financial advisors (23%)
 - ✓ Appraisers and assessors of real estate (23%)
 - ✓ Property, real estate, and community association managers¹¹ (22%)
 - ✓ Securities, commodities, and financial services sales agents (19%)
- Of the projected top 20 **fastest-growing** occupations from 2008 to 2013, 14 are in business/technical areas, 3 are in teaching areas, 2 are in health care areas, and 1 is in the law enforcement area.
- Of the projected top 20 **highest-paying** occupations from 2008 to 2013, 11 are in business/technical areas, 5 are in law enforcement/fire safety areas, and 4 are in health care areas.

¹⁰ Sources: California Employment Development Department: <http://www.labormarketinfo.edd.ca.gov/?PAGEID=4> and the National Bureau of Labor Statistics: <http://data.bls.gov>.

¹¹ This occupation category included part-time agents/managers and estimates calculated prior to the mid-year 2008 release of economic indicators.

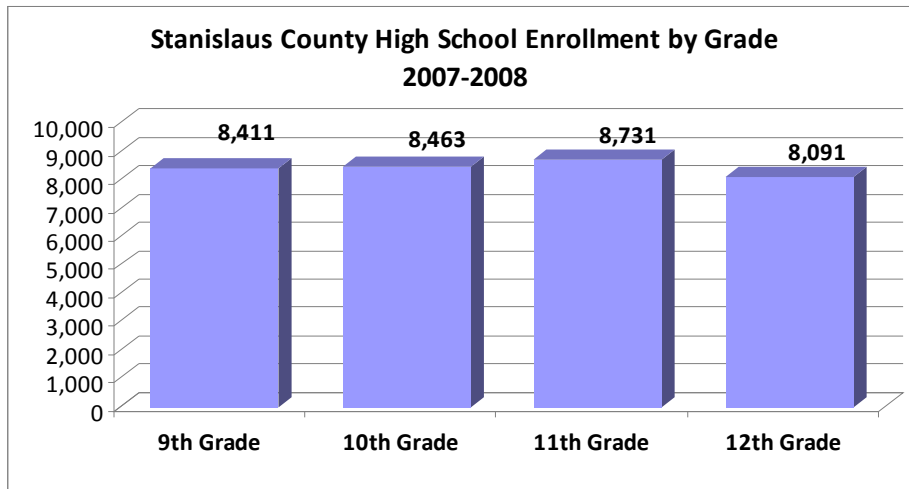
Chapter 3. Stanislaus County High School Students

Future Stanislaus County High School Graduates

Figure 3. 1: High School Students in Stanislaus County by Grade and Ethnicity 2007-08

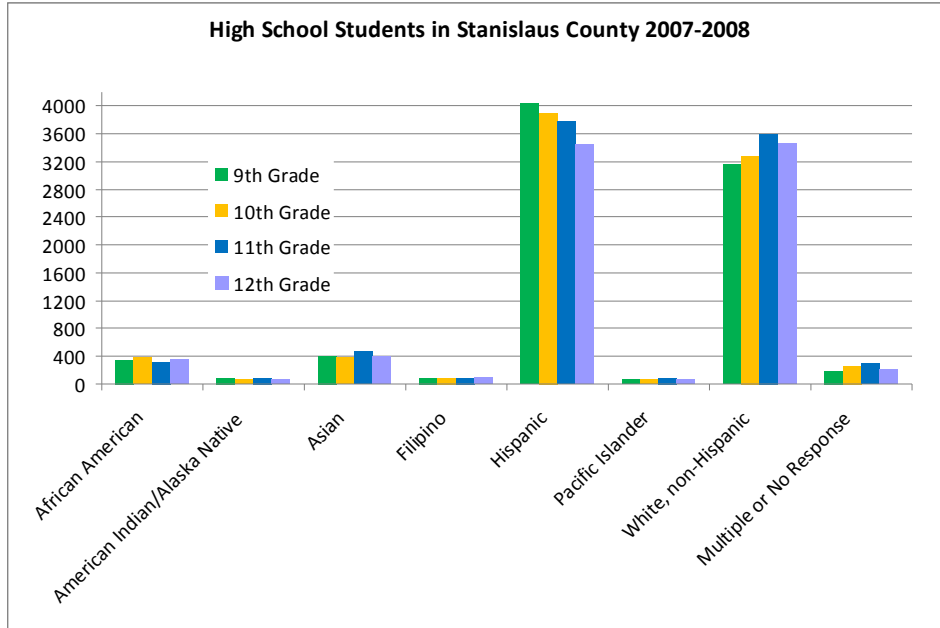
	9th Grade	10th Grade	11th Grade	12th Grade
African American	343	387	325	351
American Indian/Alaska Native	90	78	92	67
Asian	407	386	468	397
Filipino	83	82	87	84
Hispanic	4042	3897	3776	3443
Pacific Islander	79	72	82	75
White, non-Hispanic	3170	3291	3605	3466
Multiple or No Response	197	270	296	208
Total	8,411	8,463	8,731	8,091

Figure 3. 2: Number of High School Students Enrolled in Stanislaus County by Grade, 2007-2008¹²



¹² California Department of Education. <http://data1.cde.ca.gov/dataquest>

Figure 3. 3 High School Students in Stanislaus County by Grade and Ethnicity



County and Modesto City High School Graduate Trends

Figure 3. 4: Stanislaus County and Modesto High Schools Graduate History and Percent Change 2004-2007

Stanislaus County School Districts	2004	2005	2006	2007	% Change
Modesto City High School District	3029	2952	2826	2819	-6.9%
Turlock	933	904	980	971	4.1%
Ceres	595	593	580	540	-9.2%
Oakdale Joint	402	403	345	369	-8.2%
Patterson Joint	242	280	273	287	18.6%
Hughson	193	174	172	156	-19.2%
Riverbank	176	142	171	127	-27.8%
Waterford	226	295	270	297	31.4%
Newman-Crows Landing	141	177	163	132	-6.4%
Denair	123	111	129	119	-3.3%
Keyes Union	45	40	30	30	-33.3%
Private Institutions	83	160	95	107	28.9%
Total	6,188	6,231	6,034	5,954	-3.8%

Figure 3. 5: Modesto City High Schools Graduate History and Percent Change 2004-2007

*Modesto City Schools	2004	2005	2006	2007	% Change
Beyer High School	642	615	609	603	-6.1%
Davis High School	602	606	548	540	-10.3%
Downey High School	458	432	411	426	-7.0%
Johansen High School	550	546	538	525	-4.5%
Modesto High School	538	562	572	553	2.8%
Elliott Alternative	239	191	148	172	-28.0%
Modesto City High School District	3029	2952	2826	2819	-6.9%

Figure 3. 6: Stanislaus County Seven Year High School Graduate Trend

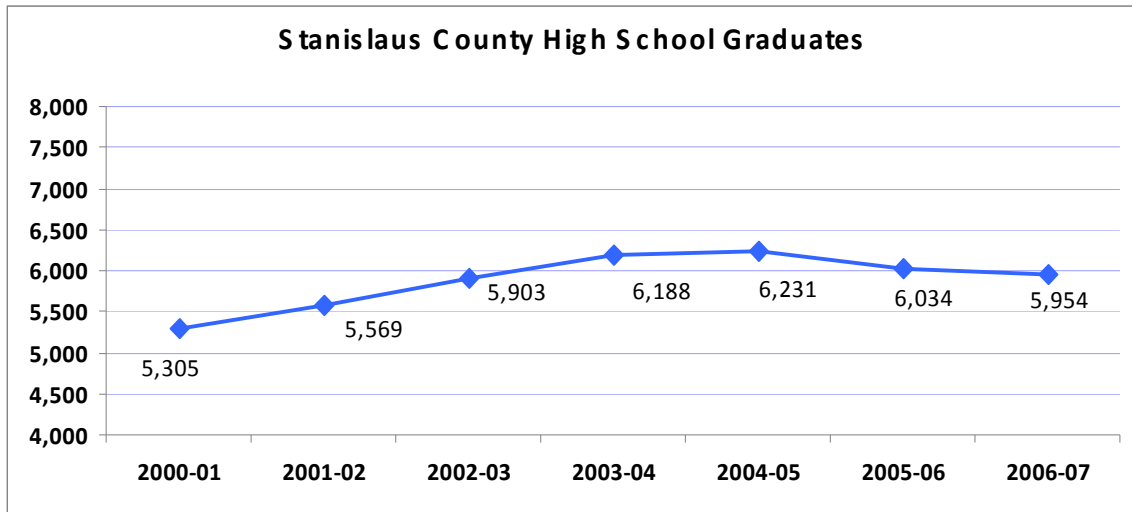


Figure 3. 7: Projections of Stanislaus High School Graduates from 2008 to 2014 ¹³

Demographics ¹⁴	2008 Graduations	2014 Graduations	Change	% Change
White, Non-Hispanic	2,933	2,332	(601)	(20.50%)
Males	1,430	1,141	(289)	(20.21%)
Females	1,503	1,191	(312)	(20.78%)
White Hispanic	2,189	2,136	(54)	(2.45%)
Males	1,006	1,000	(5)	(0.52%)
Females	1,184	1,135	(48)	(4.09%)
Non-White Hispanic	111	99	(12)	(11.25%)
Males	51	43	(8)	(15.39%)
Females	60	56	(5)	(7.78%)
Black or African American	198	153	(44)	(22.40%)
Males	89	70	(19)	(21.64%)
Females	108	83	(25)	(23.03%)
American Indian or Alaska Native	56	41	(16)	(27.70%)
Males	24	15	(8)	(35.64%)
Females	33	26	(7)	(22.02%)
Asian	385	291	(94)	(24.52%)
Males	180	144	(36)	(19.97%)
Females	206	147	(59)	(28.50%)
Native Hawaiian and other Pacific Islander	40	35	(4)	(11.26%)
Males	19	15	(3)	(18.32%)
Females	21	20	(1)	(5.03%)
Two or more races	244	201	(43)	(17.63%)
Males	110	91	(20)	(17.72%)
Females	134	110	(24)	(17.55%)
Totals	6,157	5,287	-869	-14.12%

¹³ High school graduation data are created by EMSI using the U.S. Department of Education's National Center for Education Statistics (NCES), as well as from EMSI's own demographic projections. Because the race/ethnicity categories used by NCES are somewhat different from EMSI's standard categories, they are converted to EMSI's categories. In addition, every year there are some U.S. counties with missing data, so EMSI generates estimates based on a regression of demographically and economically similar counties. Finally, the original numbers do not include private school graduations, so EMSI adds in estimates of these numbers based on a state-level NCES data source, using interpolation techniques to distribute the numbers to the county level.

¹⁴ The demographic data in this report is compiled from several sources using a specialized process. Sources include US Census Bureau annual estimates, birth and mortality rates from the US Health Department, and projected regional job growth.

Stanislaus County High School Graduates' Preparedness for College

According to “Children Now,” the achievement levels of Stanislaus County High School students indicated the Asian and White ethnicity groups scored at higher levels on proficiency exams in 2007 than the Latino and African American groups.¹⁵

Figure 3. 8: Stanislaus County High School Students Proficiency Exams

Proficiency Indicators, by Ethnicity	African American	Asian	Latino	White	Other
Percent of 10 th -graders who passed the California High School English Exit Exam	68%	82%	68%	85%	74%
Percent of 10 th -graders who passed the California High School Math Exit Exam	67%	85%	70%	84%	69%
Percent 11 th graders meet UC/CSU entrance proficiency	10%	30%	13%	28%	13%

According to the CSU Analytic Studies, MJC’s service area high school students are evaluated for their preparedness for college level work at California State Universities. To demonstrate preparedness, students complete pre-admission screening that could include tests of Math (ELM) or English (EPT) entry level college skill levels. Based on these scores and transcripts, students may enroll in college level coursework or be referred to remediation.

Figure 3. 9: Percentage of Modesto City and County 2007 High School Graduates Prepared for CSU based on Math and English Skill Level Exams¹⁶

CSU Preparedness Indicators by City and County High Schools	Math	Scored 50+ ELM	English	Scored 151+ EPT
Modesto High Schools:				
Beyer High School	67%	21%	63%	13%
Big Valley Christian (5 students)	100%	20%	100%	20%
Central Catholic High	52%	4%	60%	20%
Davis High School	50%	14%	45%	16%
Downey High School	81%	28%	78%	9%
Johansen High School	65%	16%	57%	24%
Modesto Christian	35%	0%	41%	18%
Modesto High School	73%	20%	55%	9%
Total Stanislaus County	62%	19%	62%	19%
Total California	62%	17%	53%	16%

¹⁵ Children Now, 2007 California County Data Book by county, race and ethnicity: http://publications.childrennow.org/publications/invest/cdb07/cdb07_stanislaus.htm#family2

¹⁶ California State University Analytic Studies <http://www.asd.calstate.edu>

Summary Stanislaus County High School Students

The number of Stanislaus County high school graduates will reflect the overall population projections for the high school ages and decline approximately 3.8% to 2014. The Modesto City Schools will see a slightly larger decline by 7%, and though smaller in numbers, the private schools are expected to see an increase through the year 2014. (See [Chapter 1](#): “Growth Rate by Ages Forecasts.”)

The number of future high school graduates will thus experience some decline through 2010 and then stabilize with little or no increases through the year 2020.

Stanislaus County students at the eleventh grade level appear to pass the CSU entrance proficiency exams, but many may never attempt to apply to a university. For those who did apply and are tested with the ELM (Math) and the EPT (English), college-going high Stanislaus County high school students pass in slightly higher proportions than the statewide college-going students.

Chapter 4. Student Profile

Gender Age and Ethnicity

This following data profile the Modesto Junior College student population over a five-year period.¹⁷ Comparisons are made to statewide California Community College data where available.¹⁸

Figure 4. 1: Modesto Junior College Enrollment by Gender

		Fall 2004	Fall 2005	Fall 2006	Fall 2007
Female	MJC	60.3%	59.8%	59.6%	60.0%
	California	56.3%	55.7%	55.5%	60.3%
Male	MJC	39.7%	39.5%	39.7%	39.4%
	California	42.8%	43.1%	43.5%	43.5%
Unreported	MJC	0.5%	0.7%	0.6%	0.6%
	California	1.0 %	1.2 %	1.0 %	1.0%

Figure 4. 2: Modesto Junior College Age Distribution

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
19 or Under	30.7%	30.7%	29.8%	31.1%
20 – 24	32.5%	32.1%	32.3%	30.0%
25 – 29	10.6%	11.0%	11.3%	12.0%
30 – 34	6.8%	6.7%	6.8%	6.9%
30 – 39	5.5%	5.6%	5.6%	5.8%
40 – 49	9.0%	8.6%	9.0%	8.7%
50 or Over	4.8%	5.3%	5.3%	5.4%
Unknown	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%

Figure 4. 3: Modesto Junior College Age Distribution Compared to California CCs

Ages	MJC Fall 04	CCC Fall 04	MJC Fall 05	CCC Fall 05	MJC Fall 06	CCC Fall 06	MJC Fall 07	CCC Fall 07
19 or Under	30.7%	25.2%	30.7%	23.6%	29.8%	24.1%	31.1%	24.6%
20-24	32.5%	27.5%	32.1%	28.0%	32.3%	27.8%	30.0%	27.3%
25-29	10.6%	12.2%	11.0%	11.9%	11.3%	11.9%	12.0%	11.9%
30-34	6.8%	7.4%	6.7%	8.1%	6.8%	7.7%	6.9%	7.5%
35-39	5.5%	6.1%	5.6%	6.4%	5.6%	6.3%	5.8%	6.3%
40-49	9.0%	9.6%	8.6%	10.4%	9.0%	10.1%	8.7%	9.9%
50 or Over	4.8%	11.5%	5.3%	11.3%	5.3%	11.7%	5.4%	12.1%
Unknown*	0.0%	0.5%	0.0%	0.3%	0.0%	0.3%	0.0%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* No “unknown” ages were reported for MJC but were reported in the state aggregated data for ages.

¹⁷ MJC Office of Research and Planning, Program Review, YCCD Datatel Reports 08/05/2008.

¹⁸ California Community Colleges Chancellor’s Office Datamart, www.cccco.edu.

The trend in MJC student ethnicities has been a small, but steady decline in the ratio of white students with all other ethnicities remaining fairly consistent. The one exception is in the undeclared/non-respondent category.

Figure 4. 4: Ethnicity of Modesto Junior College Students¹⁹

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
White	43.7%	43.5%	41.1%	38.8%
Hispanic	27.1%	27.0%	27.7%	27.5%
Undeclared/Non-Respondent	11.4%	11.5%	13.5%	16.3%
Asian	5.6%	5.8%	5.7%	5.4%
Declined To State	5.3%	5.1%	5.1%	5.1%
Black	2.9%	3.1%	2.9%	3.3%
Filipino	1.3%	1.4%	1.5%	1.3%
Pacific Islander	1.3%	1.3%	1.3%	1.2%
Native American	1.2%	1.2%	1.2%	1.1%
Other Non-White	0.1%	0.1%	0.1%	0.1%
Total	100.0%	100.0%	100.0%	100.0%

Student Residences

The Fall 2007 student data at census day revealed a large number of students, 9,332 (48.5%), had mailing addresses located within the Modesto city area. Students with mailing addresses outside of, but closest to Modesto were those in Turlock and Ceres which numbered 3,395 (17.6%). Students with addresses within a 30-minute commute to the campus numbered 4,613 (28.3%), and the remaining addresses, 834 students (5.6%), were located outside the immediate area and county.

Figure 4. 5: Residences of Modesto Junior College Students²⁰

City	Number	Percent
Modesto	9,332	48.48%
Turlock	2,032	10.56%
Ceres	1,363	7.08%
Oakdale	733	3.81%
Riverbank	660	3.43%
Manteca	585	3.04%
Patterson	550	2.86%
Ripon	487	2.53%
Salida	467	2.43%
Escalon	381	1.98%
Hughson	340	1.77%
Waterford	265	1.38%
Tracy	200	1.04%
Newman	195	1.01%
Denair	155	0.81%
Stockton	155	0.81%
Hilmar	138	0.72%
Delhi	136	0.71%
All Others	1,076	5.59%
Total Fall 2007	19,250	100%

¹⁹ Source: MJC Office of Research and Planning, YCCD Program Review Reports, Student Ethnicity.

²⁰ Source: MJC Office of Research and Planning, historical data captured at Census Day, Fall 2007.

Student Educational Goals

Based on the data submissions from MIS Fall 2004-2007, the ratio of students who had an informed educational goal of transfer with, or without a degree was approximately 48%. The ratio of students who were undecided or undeclared was approximately 16%.²¹

Figure 4. 6: MJC Student Educational Goals²²

MJC Student Academic Goals	Fall 2004	Fall 2005	Fall 2006	Fall 2007**
Transfer with an AA/AS degree	19.8%	36.5%	38.9%	38.1%
Transfer without a degree	6.7%	9.5%	8.3%	7.5%
Degree without transfer	3.6%	8.1%	9.7%	9.3%
Vocational Degree	3.2%	3.8%	3.0%	2.9%
Vocational Certificate	0.3%	0.4%	0.4%	2.4%
Discover career interests	0.0%	0.0%	0.0%	0.3%
Prepare for a new career	3.5%	4.9%	4.6%	3.9%
Advance in current career	2.1%	2.7%	2.6%	2.1%
Maintain a certificate or license	1.6%	2.3%	1.9%	1.8%
Educational development	2.9%	2.9%	2.8%	4.2%
Improve basic skills in English, math, reading	1.2%	1.1%	1.1%	2.3%
Complete high school diploma or GED	0.6%	0.7%	0.6%	0.5%
Undecided	12.1%	16.7%	15.4%	18.1%
Uncollected/Unreported	0.1%	3.6%	3.6%	6.4%
Exempt from matriculation/Not applicable*	42.2%	6.7%	7.0%	0.2%
Total	18,947	19,649	19,988	20,719

* Students exempted from matriculation due to already earned degrees or non-matriculation related education pursuits. The large proportion of Fall 2004 students earmarked as “exempt” could be the result of data entry and reporting problems experienced by a newly converted data management student system that debuted in Fall, 2004.

** The CCCCCO added a new educational goal in Fall 2007, “4 year college student taking courses to meet 4 year college requirements” of which 5 students were reported, <.01%.

²¹ An “informed” educational goal reflects a student’s educational career choice following a consultation with a counselor or advisor. These informed goals are reported in data element SM01 of the MIS referential file “SM” and obtained through a secured, password protected server. Data are available upon request through the MJC Office of Research and Planning.

²² Source: MJC Office of Research and Planning, taken from Fall MIS Data Mart: <http://www.cccco.edu>.

Summary of Student Profile

Modesto Junior College students tend to be 60% female, under 30 years of age, of white or Hispanic ethnicity, and reside less than a thirty minute commute from the campus. The student body gender distribution has remained unchanged for the past four years at 60% females, 40% males.

As of Fall 2007, the most frequently declared educational goal for students was that of transferring to a university, with or without earning an AA/AS degree. Other degrees and certificates sought related to career and job training or advancement. Approximately 3 in every 20 MJC students were undecided as to an education goal.

Chapter 5. Student Access

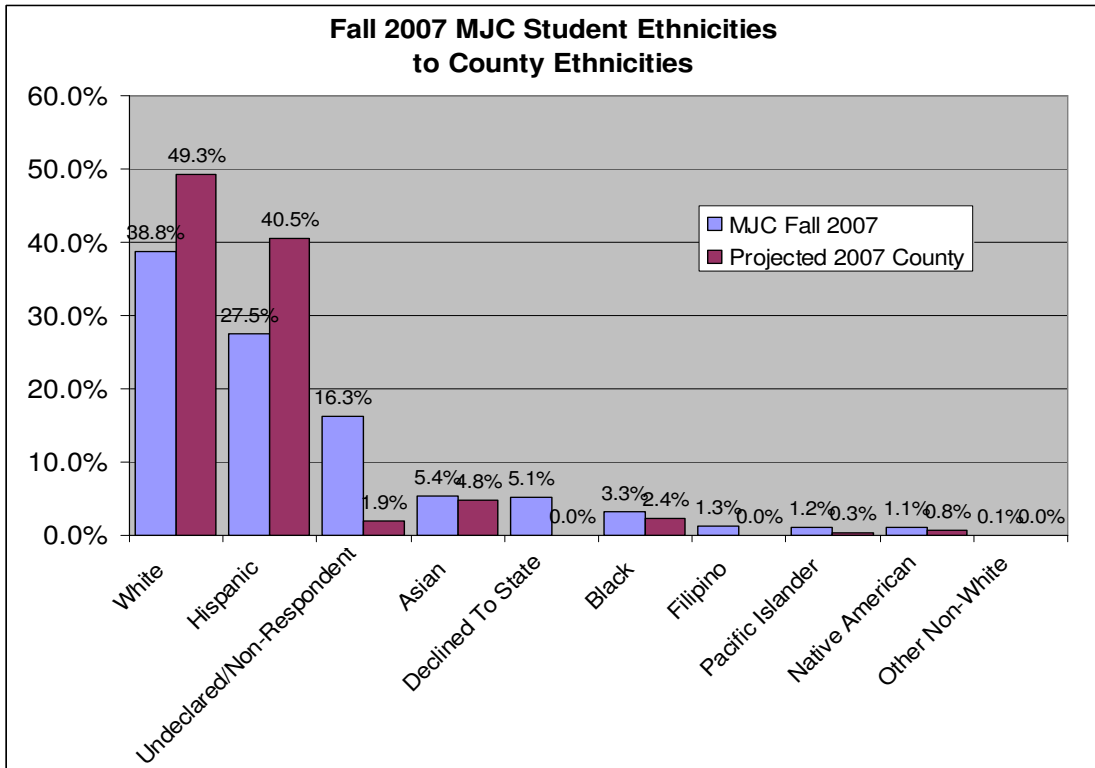
MJC Student Demographics

MJC is somewhat underrepresented in both white and Hispanic student ratios as compared to the adult population of Stanislaus County. The wide disparity in the Undeclared/Non-Respondent category should be noted as well as categories that show “0” for the county. Also note that the California Department of Finance uses U.S. Census data that collects ethnic race categories in a different manner than the College and the California Community College Chancellor’s Office.

Figure 5. 1: Ethnicity of Modesto Junior College Students Compared to Stanislaus County Area Adult Population (Fall 2007)

Fall 2007 Ethnicities	MJC	Stanislaus County
White	38.8%	49.3%
Hispanic	27.5%	40.5%
Undeclared/Non-Respondent	16.3%	1.9%
Asian	5.4%	4.8%
Declined To State	5.1%	0.0%
Black	3.3%	2.4%
Filipino	1.3%	0.0%
Pacific Islander	1.2%	0.3%
Native American	1.1%	0.8%
Other Non-White	0.1%	0.0%
Total	100.0%	100.0%

Figure 5. 2: MJC Trends in Ethnicity Ratios



While most MJC ages group ratios have remained fairly consistent across fall terms, the 20-24 year old group has seen a slight decrease in ratio while the 25-29 year old group has increased by nearly the same ratios reflecting the trend in the adult population for Stanislaus County. While most age groups over 20 years are distributed much as those in the California Community College system over the four year trend, there is a marked difference between state percentages of enrolled students aged 50 and over and those enrolled in MJC.

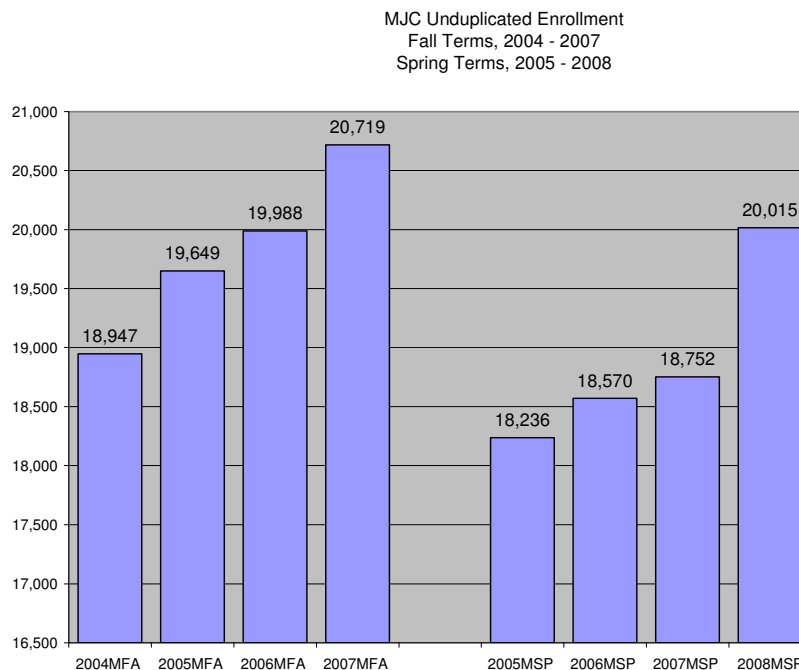
Figure 5.3: Modesto Junior College Fall Semester Enrollment Ratios by Ages²³

Ages	MJC Fall 04	MJC Fall 05	MJC Fall 06	MJC Fall 07	CCC Fall 04	CCC Fall 05	CCC Fall 06	CCC Fall 07
19 or Under	30.7%	30.7%	29.8%	31.1%	25.2%	23.6%	24.1%	24.6%
20-24	32.5%	32.1%	32.3%	30.0%	27.5%	28.0%	27.8%	27.3%
25-29	10.6%	11.0%	11.3%	12.0%	12.2%	11.9%	11.9%	11.9%
30-34	6.8%	6.7%	6.8%	6.9%	7.4%	8.1%	7.7%	7.5%
35-39	5.5%	5.6%	5.6%	5.8%	6.1%	6.4%	6.3%	6.3%
40-49	9.0%	8.6%	9.0%	8.7%	9.6%	10.4%	10.1%	9.9%
50 or Over	4.8%	5.3%	5.3%	5.4%	11.5%	11.3%	11.7%	12.1%
Unknown	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%	0.3%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment Trends

MJC has been experiencing an increasing trend in its unduplicated head counts for both fall and spring terms that has been consistent since the Fall 2004.

Figure 5.4: Total Modesto Junior College Enrollment by Unduplicated Headcount Four Year Comparison²⁴

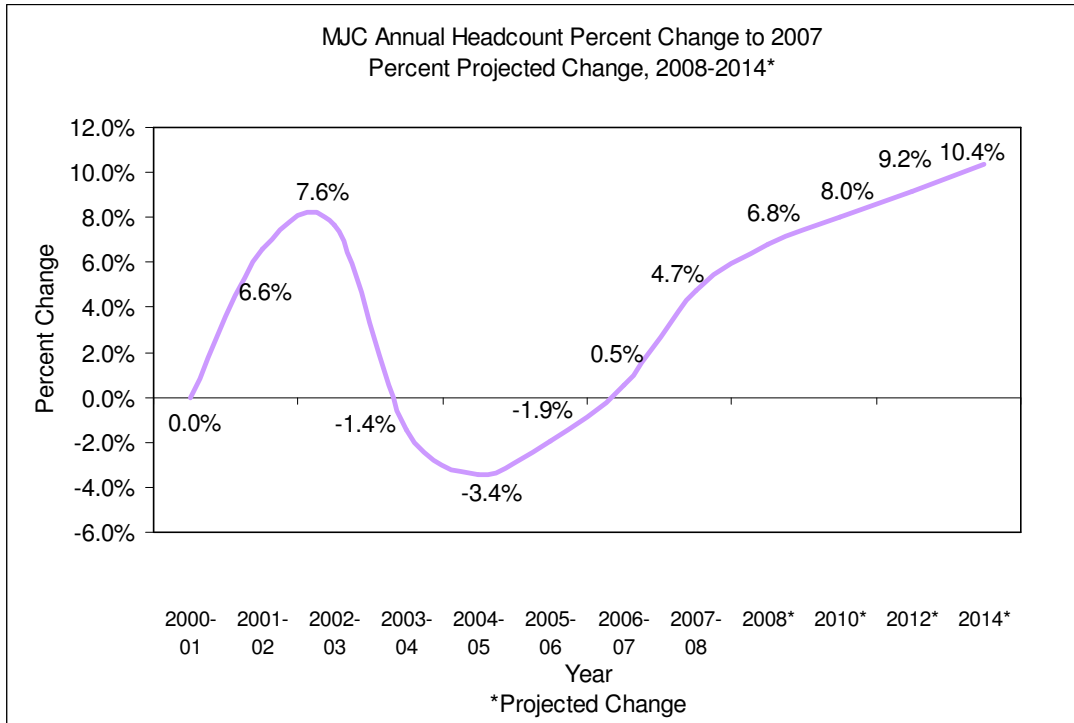


²³ IPEDs Peer Analysis: National Center for Education Statistics. <http://nces.ed.gov/ipeds/pas/dct/finish.asp>

²⁴ Source: CCCC MIS Data Mart Semester Enrollments. <http://www.cccc.edu>

Based on MJC enrollments from 2000 and the percent change from 2001-2008, the future enrollments would increase by 10.4% over the next four years. This does not reflect a projected 4-5% decline in high school graduates that could occur over the 2008-2013 period.

Figure 5. 5: Actual Modesto College Enrollments to 2007-08 and Projected Enrollment Growth to 2014 ²⁵



MIS Annual MJC Headcounts							
2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
26,171	27,905	28,173	25,793	25,274	25,666	26,309	27,408

²⁵ Source: Source: CCCC MIS Data Mart Semester Enrollments. <http://www.cccco.edu> and CA Department of Finance population projections percentage change: <http://www.dof.ca.gov>.

Stanislaus County College-Going High School Graduates

According to the California Postsecondary Education Commission, Stanislaus County's "college-going rate" (32.4%) is 14.3% lower than that of the statewide rate of 46.7%.²⁶ (This measure calculates the number of entering high school freshmen by the number of graduates from public high schools in the county obtained from the California Department of Education.) Though the rate is just one indicator of potential college participation, and has its limitations such as the lack of longitudinal tracking of individuals, it does provide an annual indication of prospective college enrollments for MJC.

Compare these ratios with the ratio of Stanislaus County high school graduates who were enrolled at MJC in the Fall of 2007.

Figure 5. 6: Stanislaus County College-Going High School Graduates²⁷

Spring 2007 High Schools Graduates Enrolled in MJC, Fall 2007:	No. Enrolled MJC	No. of 2007 Grads	% of Grads	% of Total MJC Population
Modesto City High School District:				
Beyer High School	249	603	41.3%	1.3%
Johansen High School	207	525	39.4%	1.1%
Davis High School	194	540	35.9%	1.0%
Modesto High School	190	553	34.4%	1.0%
Downey High School	167	426	39.2%	0.9%
Elliott Alternative	58	172	33.7%	0.3%
Other Modesto (private) Schools	115	N/A	N/A	<.1%
Turlock School District	281	971	28.9%	1.0%
Ceres School District	186	540	34.4%	0.5%
Oakdale Joint School District	82	369	22.2%	0.4%
Patterson Joint School District	79	287	27.5%	0.3%
Hughson School District	57	156	36.5%	0.2%
Riverbank School District	35	127	27.6%	0.2%
Denair School District	25	119	21.0%	0.1%
Waterford School District	30	297	10.1%	0.1%
Newman-Crows Landing District	17	132	12.9%	<.1%
All Other County High Schools	743			3.8%
Total - % of Total Enrollment	2,715	6,008	45.2%	14.1%
Total Fall 2007 Enrollment	19,250			

MJC Students Receiving BOG Fee Waivers

Annually, the three most recent years' data available from the California Community College Chancellor's Office report the percent of students who qualified for and received at least one Board of Governors' Fee Waiver for an academic year. The percent was consistent across three years and held at 40-45% BOG recipients for MJC. Fee waivers, though not the only type of financial assistance available for students, is the most common and can be used to indicate the level of financial need for students attending the college.

²⁶ Source: CPEC 2006 College-Going Rates to Public Colleges and Universities, <http://www.cpec.ca.gov/StudentData/CACGRCounty.asp>

²⁷ MJC Research and Planning Office, Fall 2007 Demographics, FA2006and2007Demographics.xls", 1st Census

Figure 5. 7: Modesto Junior College Students Receiving Board of Governor’s Fee Waivers by Term and Year

Annual Percent of MJC students who qualified for and received a fee waiver:

2003-04	2004-05	2005-06
40%	40%	44%

Figure 5. 8: Modesto Junior College Student Enrollment Status by Term and Year²⁸

Enrollment Status %	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Continuing Student	53.1%	56.6%	54.8%	58.1%
First-Time Student	23.7%	17.2%	12.4%	4.2%
First-Time Transfer Student	6.5%	4.1%	3.7%	2.7%
Not Applicable	3.2%	1.8%	1.1%	1.6%
Returning Student	10.0%	17.4%	25.0%	29.7%
Uncollected/Unreported	3.5%	2.9%	3.0%	3.6%
Total:	100.0%	100.0%	100.0%	100.0%

Figure 5. 9: Modesto Junior College Student Unit Loads by Term and Year

	Fall 2004	Fall 2005	Fall 2006	Fall 2007
0.1 - 2.9	6.9%	5.6%	6.2%	6.2%
3.0 - 5.9	22.6%	23.1%	22.8%	22.7%
6.0 - 8.9	16.6%	16.3%	16.7%	17.2%
9.0 - 11.9	14.4%	14.9%	15.3%	15.3%
12.0 -14.9	27.4%	27.3%	26.0%	25.9%
15 +	8.6%	8.7%	8.7%	8.0%
Non-Credit	3.6%	4.2%	4.4%	4.7%
Total	100.0%	100.0%	100.0%	100.0%

Figure 5. 10: Modesto Junior College FTES in Distance Education by Term and Year

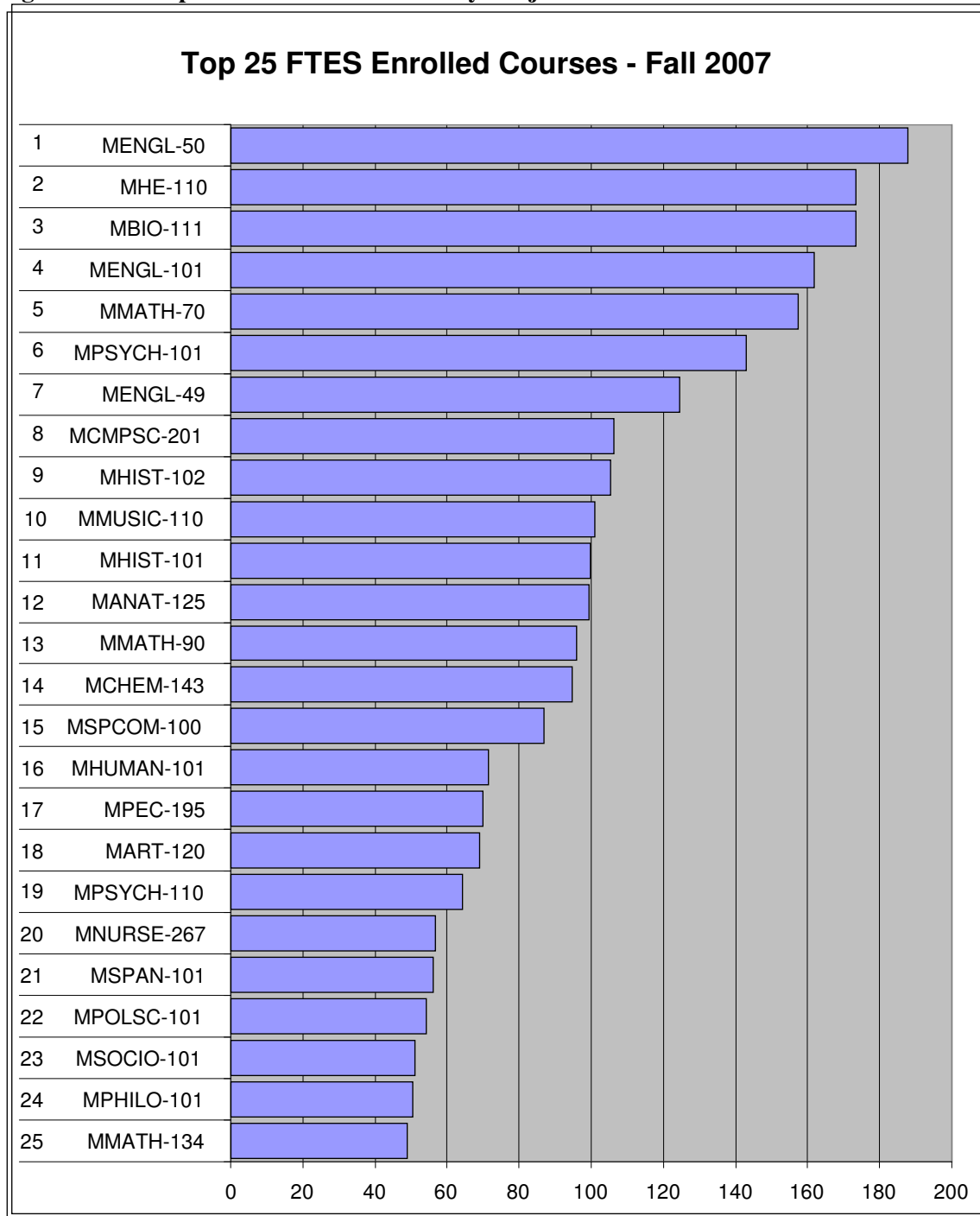
	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Internet	411.85	495.4	584.35	792.26
TV Broadcast / DVD	74.41	69.5	62.78	71.45
TV Broadcast / Audio		7.74	13.35	9.58
Total	486.25	572.64	660.48	873.3

²⁸ California Community College Chancellor’s Office, Data Mart 08/05/2008.
<https://misweb.cccco.edu/mis>.

Modesto Junior College's Top FTES Producing Course Enrollments

As requested by the MJC Planning and Enrollment Management Committee, the following tabulation of the top 25 FTES-generating MJC courses was produced from Fall 2007 course enrollments at first census.

Figure 5. 11: Top 25 Course Enrollments by Subject Area: Fall 2007²⁹



²⁹ Top FTES Generating Courses, Fall 2007 Report for MJC Enrollment and Planning Committee – MJC Office of Research and Planning, generated from the Datatel Enrollment Detail Report.

Summary of Student Access

In the Fall of 2007, the Modesto Junior College student body was somewhat underrepresented in Whites and Hispanic ethnicities as compared to the Stanislaus County population, and significantly over represented in the undeclared or “declined to state” ethnic category.

Age groups tend to be somewhat younger in fall terms as compared to spring terms.

The unduplicated headcounts for both fall and spring terms have been steadily increasing over the past four years. The projected headcount change may increase to over 8% by 2012 and 10% by 2014 if current trends continue.

The majority of students carry between 6 to 15 credit units with about 5% of the students classified as “non-credit” students (this does not include fee-based or community ed courses).

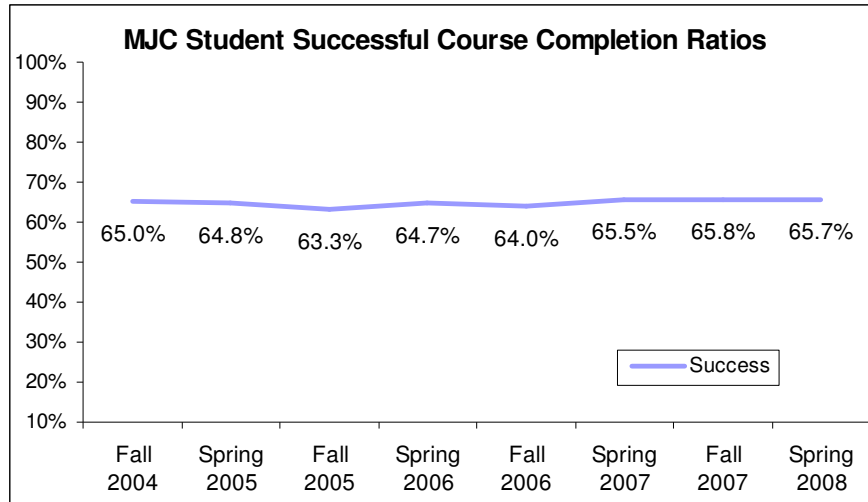
Distance education students tend to favor online Internet courses over broadcasted ones. The top 25 FTES generating courses reflect the students’ declared educational goals in that most are applicable to, and fulfill general education requirements.

Chapter 6. Student Success

Student Success and Retention Ratios

Successful course completion ratios reflect the proportion of students enrolled at census who earned a grade of A, B, C or CR in their course.

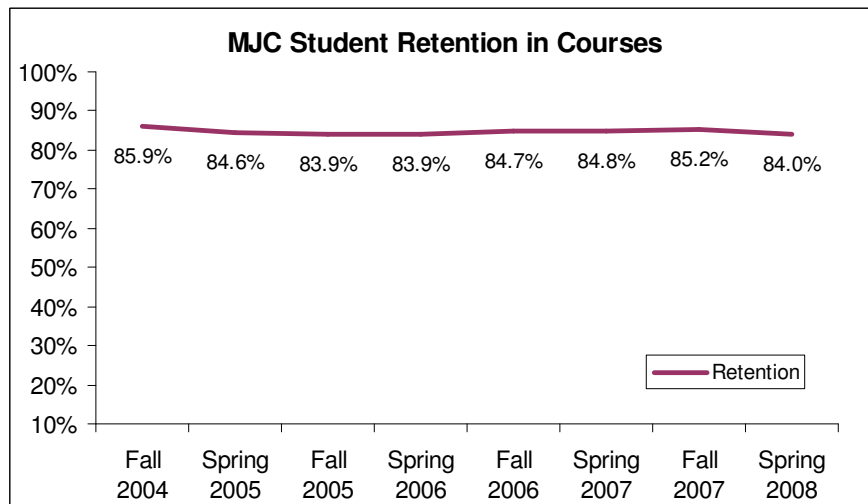
Figure 6. 1: Successful Course Completion Ratio ³⁰



Statewide Retention Rate (latest available: Fall 06): 66.1%

Figure 6. 2: Course Retention Ratio ³¹

Retention ratios reflect the proportion of students who were enrolled at census, remained through the conclusion of the term, and received a grade (any grade).



Statewide Retention Rate (latest available: Fall 06): 83.2%

³⁰ Source: MJC Research and Planning, Datatel Program Review Reports, Student Completion - Success / Retention by College, 7/31/2008.

³¹ Source: California Community Colleges Chancellor's Office Datamart: www.cccco.edu.

Persistence Rates of First-time Students

Persistence for first-time students is defined as the percentage of first-time enrolling students who persist to the subsequent term. In this case, new MJC Fall 2007 students who re-enrolled and did not drop by the census day of the Spring 2008 term.

During the summer of 2007, first-time students were encouraged to attend a “Start Smart” session where they were provided assessment, orientation, guidance and priority registration. The following chart compares students who participated in the Start Smart sessions and those who signed up for a session but did not attend, and their persistence from their initial Fall 2007 term to the following Spring 2008 term. These are then compared to the remaining MJC student population (including new and continuing students).³²

Figure 6. 3: First-time MJC Students who persisted to the spring term as compared to those who attended/did not attend a Start Smart Session, and all other MJC Students.

Student Groups:	Persisted to Spring 2008			
	Grand Total	Persisted	Did Not Persist	% Persisting
Attended a Start Smart session	1434	1114	320	78%
Intended to, but did not attend a Start Smart session	268	210	58	78%
All Other MJC Students	17548	11114	6434	63%
Grand Totals	19250	12438	6812	65%

Student success can be measured by the number of cumulative credit units they have successfully completed, particularly degree applicable units. The following chart summarizes all credit students who have earned .50 credit units or more of degree applicable credit units by gender.

Figure 6. 4: Modesto Junior College Students’ Average Degree Applicable Credit Units Earned by Gender, Fall 2007³⁰

MJC Students with .5 Credit Units or More - Degree Applicable Units Earned (Mean) by Gender, Fall 2007				
Gender	N	Mean	% Credit Students	Fall 2007 MJC Students
Females	12,556	12.74	59.2%	60.0%
Males	8,589	11.44	40.5%	40.0%
Unknown	72	10.69	0.3%	<.01%
Total	21,217	12.21	100.0%	(N: 20,719)

The following summarizes all MJC credit students earning .50 credit units or more of degree applicable credit units by ethnicity at the end of the term, Fall 2007.

³² Source: [Draft] MJC Start Smart Session Participant Study, A comparison of Summer 2007 Start Smart student participants compared to non-participants, Fall 2007. MJC Office of Research and Planning.

Figure 6. 5: Modesto Junior College Students' Average Degree Applicable Credit Units Earned by Ethnicity, Fall 2007 ³⁰

MJC Students with .5 Credit Units or More - Fall 2007 Degree Applicable Units Earned (Mean) by Ethnicity				
Ethnicities	N	Mean	% MJC Credit Students	Fall 2007 MJC Students
African American	637	11.24	3.00%	3.26%
American Indian/Alaskan Native	274	10.81	1.30%	1.09%
Asian	992	12.17	4.70%	5.44%
Filipino	266	11.32	1.30%	1.33%
Hispanic	5,095	12.26	24.00%	27.48%
Other Non-white	8	5.69	0.00%	0.05%
Pac Islander	235	9.59	1.10%	1.16%
Unknown	4,691	12.43	22.10%	16.26%
White	9,019	12.28	42.50%	38.81%
Total	21,217	12.21	100.00%	(N: 20,719)

Program Completion - Graduation

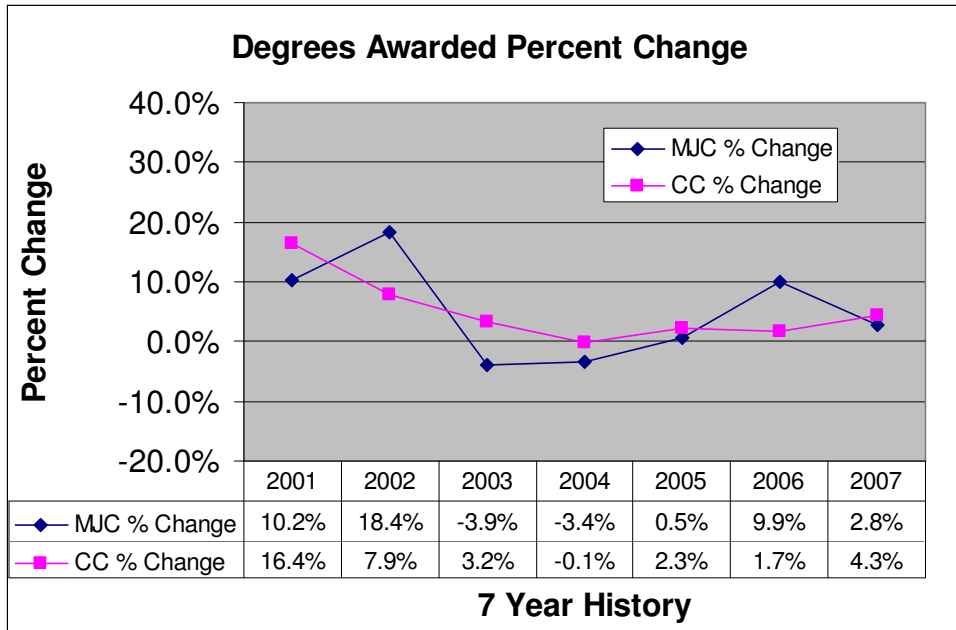
Modesto Junior College awards Associate Degrees and Certificates. (Students must achieve cumulative GPA of 2.0 to graduate.)

Figure 6. 6: Degrees and Certificates Awarded ³³

Degrees & Certificates	2001	2002	2003	2004	2005	2006	2007	% Chg
Associate Degrees Awarded	1,264	1,497	1,439	1,390	1,397	1,536	1,579	5.6%
Certificates 30-60 Units	92	95	49	47	109	121	119	42.1%
Certificates 18-30 Units	75	77	88	53	33	43	58	-22.7%

³³ Source: CPEC annual reported degrees and CCCC MIS Certificates, DataMart <http://www.cccco.edu> .

Figure 6. 7: Percent Change in Degrees Awarded 2001-2007



These low unit awards were not included in the above charts. The certificates of 6 to 18 units had a reporting change in 2006 which produced an anomaly in MIS reporting. These were subsequently rectified in 2007 MIS data.

For informational use only: (MJC did not offer 60 or more credit unit certificates after 2002.)

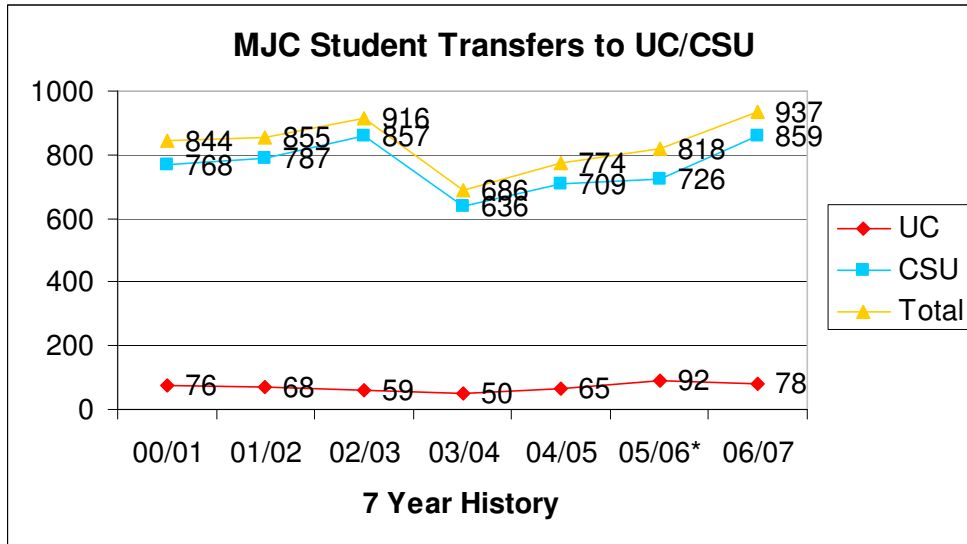
Degrees & Certificates	2001	2002	2003	2004	2005	2006	2007
Certificates 6 to fewer 18 Units						106	
Certificates 60 or More	8	5					

Figure 6. 8: Associate Degrees and Certificates Awarded by Discipline

Discipline	AA/AS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Agriculture and Natural Resources	AA / AS	68	73	49	75	78	80	35
	CERT	17	36	6	1		32	
Architecture and Related Technologies	AA / AS	5	3	5	7	9	13	12
	CERT	3						2
Business and Management	AA / AS	80	130	117	125	122	148	152
	CERT	27	27	9	17	4	9	11
Education	AA / AS	1	7	4	7	6	6	6
Engineering and Industrial Tech's	AA / AS	28	23	29	18	24	33	37
	CERT	24	16	11	9	13	20	27
Family and Consumer Sciences	AA / AS	32	59	77	68	61	70	60
	CERT	43	51	74	34	28	34	59
Fine and Applied Arts	AA / AS	35	34	47	40	26	38	41
	CERT	11	9	5	2	2	4	2
Foreign Language	AA / AS			2	3	1	1	4
Health	AA / AS	98	107	140	121	133	161	188
	CERT	30	23	20	24	86	50	67
Humanities (Letters)	AA / AS	11	11	10	10	10	11	18
Information Technology	AA / AS	22	20	19	22	12	17	7
Interdisciplinary Studies	AA / AS	494	554	521	500	426	436	408
Media and Communications	AA / AS	4	1	4	3	7	8	6
	CERT			1	2			
Physical Sciences	AA / AS	21	22	16	14	11	10	5
Public and Protective Services	AA / AS	51	71	87	70	84	102	99
	CERT	20	15	11	11	9	15	9
Social Sciences	AA / AS	69	160	114	133	120	132	111
Annual Totals MJC Degrees	AA / AS	1,019	1,275	1,241	1,216	1,130	1,266	1,189
Annual Totals MJC Certificates	CERT	175	177	137	100	142	164	177

Transfers to Universities

Figure 6. 9: Modesto Junior College Student Transfer Trends to UC and CSU³⁴



The California Postsecondary Education Commission (CPEC) tracks the number of students transferring from California Community Colleges to the University of California (UC) and California State University (CSU) systems.

Figure 6. 10: CPEC Reported Transfers to California Public, Private and Out-of-State Universities

CPEC Transfers	2005 - 2006
Public Universities (California)	937
Private Universities (California)	277
Private Universities (Out of State)	121
Total 2005-06 Transfers	1,257

Modesto's transferred 937 students to the CSU system in 2006/07 –more than any other year since 2000/2001. Though a decline in transfers was reported during 2003/2004, the total number of transferred students rebounded to surpass all previous years by 2006/2007. Modesto transferred 78 students to the UC system in 2006/2007 which represents a small increase in the numbers of transfers to the UCs from 2000 /2001.

³⁴ Source: California Postsecondary Education Commission website:
<http://www.cpec.ca.gov/OnLineData/TransferPathwayChart>

As reported through CPEC, another 398 students transferred to private universities or universities located out of state.

MJC Transferred Student Performance – Mean GPAs earned at CSU

Academic Performance Reports from the California State University system provided feedback regarding new undergraduates who began their educational path in a community college. Each year new regularly admitted students are tracked from their initial fall enrollment into the next fall term.

Figure 6. 11: Indicators of Performance of Modesto Junior College Transfer Students at California State Universities (CSUs) ³⁵

	Semester	# of Transfers	Pre-Admission GPA	One-year Continuation Rate	One-Year Later GPA
Modesto Junior College	Fall 2007	566	2.99	n/a	n/a
CSU Systemwide	Fall 2007	36,625	2.99	n/a	n/a
Modesto Junior College	Fall 2006	607	3.01	n/a	n/a
CSU Systemwide	Fall 2006	36,225	2.91	n/a	n/a
Modesto Junior College	Fall 2005	485	3.05	86%	3.10
CSU Systemwide	Fall 2005	34,296	2.91	85%	2.92
Modesto Junior College	Fall 2004	459	3.02	87%	3.05
CSU Systemwide	Fall 2004	34,736	2.91	85%	2.94
Modesto Junior College	Fall 2003	443	3.01	86%	3.05
CSU Systemwide	Fall 2003	32,857	2.91	85%	2.93

The mean GPA for MJC students who transferred to CSUs was higher than those earned for all CSU transferred students—both in mean CSU pre-admission GPA, and in the following year’s mean GPA.

Over the period of 2003-2007, MJC transferred students persisted consistently at the rate of between 85-87%. This reflects a 1-2% higher persistence rate than CSU transfers in general for the same period.

³⁵ Source: *California High School and California Community College Academic Performance Reports*, California State University Analytic Studies. Website: www.asd.calstate.edu/performance/index.shtml

Summary of Student Success

On average, Modesto Junior College students were successful in earning A, B, or C passing grades (course completion ratio) at a par with the latest statewide average of 66%.

Students remained in, and completed courses (retention in courses) at 84-85%, slightly higher than the statewide ratio of 83%.

The persistence ratios (students who complete a term and return to enroll in the following term) for Modesto Junior College students was 65%; however for the students who attended the 2007 MJC summer “Start Smart” sessions, their persistence rate was 78%.

For MJC credit students, females students completed more degree-applicable credit units than their male counterparts. By ethnicity categories, the white, Hispanic and Unknown ethnicities averaged the highest overall number of degree-applicable credit units completed.

The numbers of AA and AS degrees earned have steadily increased over a seven year period, 2001 to 2007. The numbers of 30-60 unit degrees have shown a 42% increase, and the number of lower unit certificates have shown a 23% decrease for the same period.

The degrees and certificates awarded by discipline reflect a steady increase in the Social Sciences and Business Management awards while the Interdisciplinary Studies show a small decrease in numbers awarded.

Transfers to universities are somewhat difficult to assess. While numbers of transferred student are easily obtained through the California UC and CSU systems, obtaining the information from the private universities, and those located out-of-state, are not as readily available. For these data, third parties must be relied upon for acquisition and all have their limitations. However, data that are available show that for 2005-06, Modesto Junior College transferred over 1,200 students.

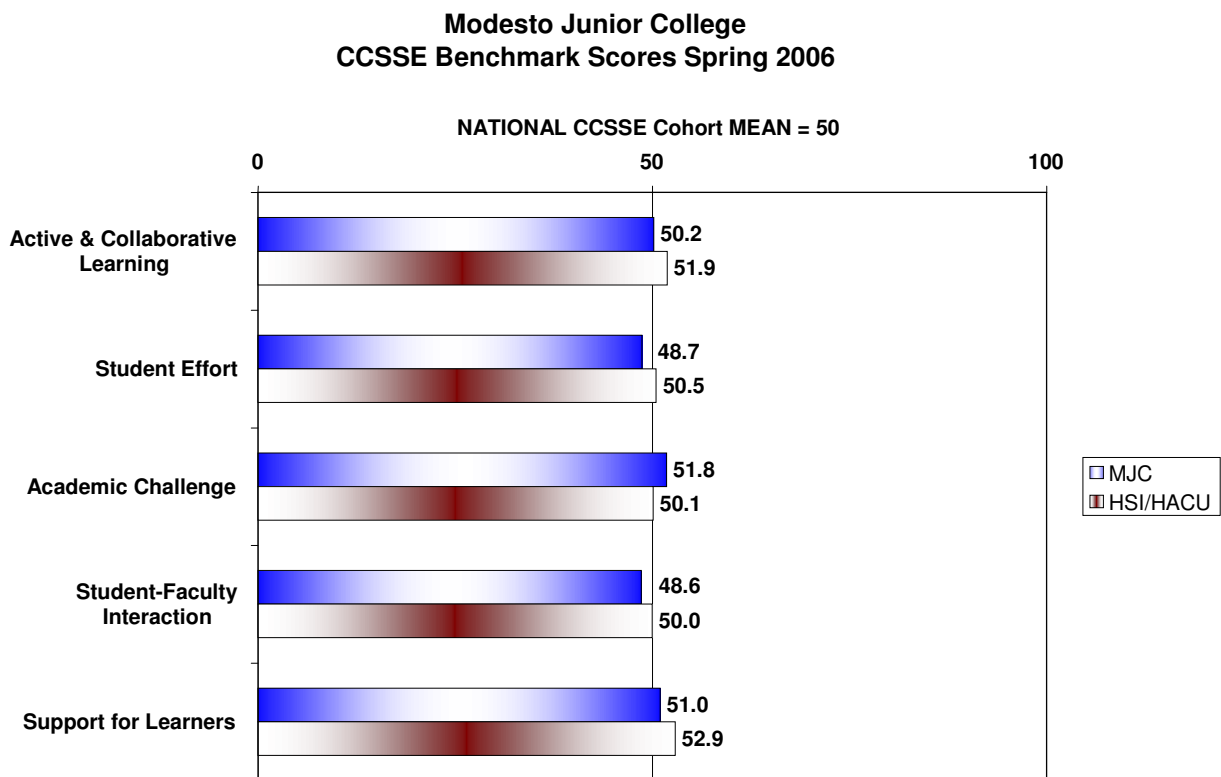
From the CSU data obtained concerning performance post transfer, the Modesto Junior College students appear to be doing well after their arrival and enrollment. They tend to earn higher GPAs at the end of their first year than those reported systemwide. They also return to enroll in subsequent terms, and earn higher GPAs than the statewide ratios and averages.

Chapter 7. Student Engagement and Satisfaction

Student engagement and student satisfaction have been shown to be key indicators of student success. In the Spring of 2006, a Community College Survey of Student Engagement (CCSSE) was collected from randomly selected MJC-enrolled students. The survey, nationally normed to all community colleges and Hispanic serving institutions (HSI), included five benchmark areas, Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. Only the highlights are represented here. A complete report is available through the MJC Office of College Research.³⁶

CCSSE Indicators of Student Engagement

Figure 7. 1: Summary of Community College Survey of Student Engagement (CCSSE)



CCSSE Satisfaction with MJC Student Services

Students rated eleven student services areas by “Importance” to them and “Satisfaction” (on a scale of 3-1, High to Low). Using a quadrant analysis of the two, students who indicated whether a service was “Highly Important” to them as well as indicated how well the service worked for them, “High Satisfaction” was compared to the second two quadrants of students who indicated low importance, and low satisfaction.

³⁶ Source: MJC Office of Research and Planning, Report of CCSSE Survey Findings, Fall 2007.

The averages represented below are the result of scaled responses of between 1 to 3 (see key for means) and then tested for significance via the quadrant analysis. The column headings of HSI represent survey data collected from Hispanic Serving Institutions, and CCSSE represents all institutions participating in the survey in 2006.

Figure 7. 2: Importance of Student Services to Modesto Junior College Students³⁷

Importance	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	2.56	2.53	2.49	1=Not at all 2=Somewhat 3=Very
Career counseling	2.45*	2.38	2.27	
Job placement assistance	2.02	2.00	2.01	
Peer and other tutoring	2.07	2.17	2.07	
Skill labs (writing, math, etc.)	2.25	2.25	2.17	
Child care	1.78	1.77	1.72	
Financial aid advising	2.42	2.41	2.37	
Computer lab	2.47	2.48	2.43	
Student organizations	1.91	1.86	1.80	
Transfer credit assistance	2.25	2.26	2.21	
Services to students with disabilities	2.06	2.04	2.02	

**Statistically Significant Difference between Comparative Means*

t-tests: MJC vs. Comparison Groups: 2-tailed, p<0.001 and effect size =>.2

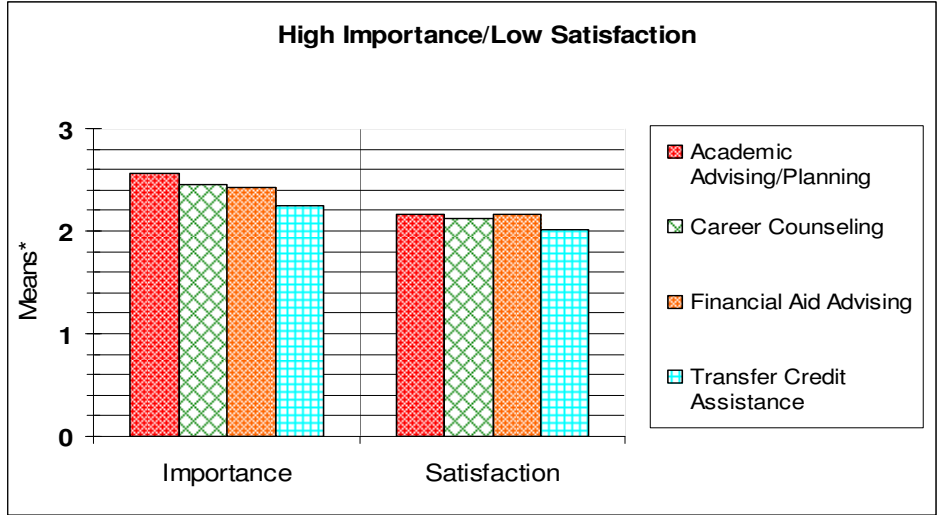
Figure 7. 3: Satisfaction with Modesto Junior College Student Services

Satisfaction	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	2.17	2.19	2.21	0=NA
Career counseling	2.12	2.08	2.03	1=Not at all
Job placement assistance	1.80	1.81	1.81	2=Somewhat
Peer and other tutoring	2.03	2.14	2.13	3=Very
Skill labs (writing, math, etc.)	2.20	2.27	2.24	
Child care	1.83	1.76	1.74	
Financial aid advising	2.16	2.21	2.18	
Computer lab	2.47	2.49	2.49	
Student organizations	1.94	1.95	1.94	
Transfer credit assistance	2.02	2.06	2.05	
Services to students with disabilities	2.02	1.99	1.99	

³⁷ Data source: CSSE Student Engagement Survey, Spring 2006 – Reported Fall 2007. MJC Office of College Research, <http://virtual.mjc.edu/research>.

Students felt all four areas of academic advising were important to them and rated their levels of satisfaction at between “somewhat” to “very satisfied.”

Figure 7. 4: Comparison: Importance/Satisfaction with Modesto Junior College Student Services



Students indicated the frequency of use for each of the following student services areas. Overall, most services were used “sometimes” with highest use indicated for financial aid and the computer labs. A significant statistical difference was indicated between the three groups of MJC, All Hispanic-serving institutions and the CCSSE national cohorts in their frequency of use of financial aid advising.

Figure 7. 5: Frequency of Use – Modesto Junior College Student Services

Frequency of use	ALL MJC Means	HSI/ HACU Means	CCSSE Cohort Means	Key for Means
Academic advising/planning	1.76	1.75	1.74	0=Don't know/NA
Career counseling	1.55	1.52	1.43	1=Rarely/never
Job placement assistance	1.25	1.26	1.25	2=Sometimes
Peer and other tutoring	1.41	1.53	1.45	3=Often
Skill labs (writing, math, etc.)	1.66	1.77	1.71	
Child care	1.18	1.20	1.18	
Financial aid advising	1.70	1.86*	1.82	
Computer lab	2.04	2.14	2.09	
Student organizations	1.35	1.38	1.34	
Transfer credit assistance	1.53	1.53	1.55	
Services to students with disabilities	1.39	1.31	1.30	

*Statistically Significant Difference between Comparative Means

t-tests: MJC vs. Comparison Groups: 2-tailed, p<0.001 and effect size =>.2

MJC full-time students rated their overall experience with the College higher than did the part-time students in “acquiring a broad general education”—which was also rated the highest in contributing to their personal development. The lowest overall rating was given to “contributing to the welfare of your community,” which was rated “some.”

Figure 7. 6: Did MJC students feel the College contributes to their personal development?

FULL-TIME and PART-TIME Students: How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	ALL MJC Means	FULL-TIME Means	PART-TIME Means	Key for Means
(1) Acquiring a broad general education	2.97	3.11	2.88	1=Very little
(2) Acquiring job or work-related knowledge and skills	2.47	2.53	2.43	2=Some
(3) Writing clearly and effectively	2.72	2.83	2.66	3=Quite a bit
(4) Speaking clearly and effectively	2.69	2.74	2.66	4=Very Much
(5) Thinking critically and analytically	2.86	2.96	2.80	
(6) Solving numerical problems	2.44	2.59	2.34	
(7) Using computing/information technology	2.58	2.75	2.48	
(8) Working effectively with others	2.67	2.74	2.62	
(9) Learning effectively on your own	2.79	2.88	2.74	
(10) Understanding yourself	2.58	2.63	2.56	
(11) Understanding people of other racial and ethnic backgrounds	2.44	2.54	2.38	
(12) Developing a personal code of values and ethics	2.33	2.39	2.28	
(13) Contributing to the welfare of your community	2.00	2.04	1.99	
(14) Developing clearer career goals	2.63	2.79	2.53	
(15) Gaining information about career opportunities	2.48	2.63	2.40	

Summary Student Engagement and Satisfaction

The MJC students participating in the 2006 CCSSE survey rated the College highest in two of five benchmark areas, “Academic Challenge” and “Support for Learners.” However, when compared to other national Hispanic serving institutions, MJC students rated four out of five benchmark areas slightly lower than their counterparts.

Students rated eleven student services areas by the “Importance” to them and their “Satisfaction” with the service (on a scale of 3-1, High to Low). Using a quadrant analysis of the two, students indicated whether a service was highly important and if the service worked well for them (High Satisfaction). These were then compared to those service areas that were rated as low in satisfaction.

The MJC cohort indicated two instructional service areas having high importance and high satisfaction with the smallest gap between the two average means: computer labs and skill labs (writing, math, etc.).

The MJC cohort indicated four student service areas as having high importance and low satisfaction, and that had the largest gaps between the two means was: academic advising/planning, career counseling, financial aid advising, and transfer credit assistance.

The higher responses received from the full-time students concerning their perception of the college and its contribution to their educational and personal development, seemed to confirm other research that found students who are fully engaged with their institution tend to have more positive experiences and therefore feel more successful as students as a result.

Note: The Community College Student Survey of Engagement conducted in Spring, 2006 was the first of its kind for MJC. It will be repeated in Spring, 2009 and will use the 2006 results as the foundation, or baseline data for comparing future MJC CCSSE survey results.

Chapter 8. Accountability Reporting for the Community Colleges: ARCC ³⁸

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC) to contain performance indicators and in which Modesto Junior College might be compared to its “peer group colleges.” (Peer groups are assigned by, and reported through, the California Community College Chancellor’s Office.) ³⁹

Systemwide Performance

This report benefits policy makers by detailing many of the critical contributions that the California Community Colleges have made in recent years. The most notable findings from the state level include the following: ³⁸

- Community college students who earned a vocational degree or certificate saw their wages jump from \$25,600 (for the last year before receipt of the award) to \$47,571 three years after earning their degree, an increase of 86%.
- A large number of Californians access and use the CCC system; participation rates are high, with 67 out of every 1,000 people in the state enrolled in a CCC in 2006-2007.
- The system enrolls more than one-third of all 18-19 year olds in California, with participation rates of 359.9 per 1,000 for 2006-2007.
- In 2006-2007, the system transferred nearly 99,000 students. The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of 54,391 students from the community colleges. Nearly 14,000 community college students enrolled in the University of California (UC) system, the state’s most selective public higher education system. This figure continues a four-year trend of increasing transfers to the UC system.
- Transfers to in-state-private institutions and all out-of-state institutions account for 18,752 and 11,825 transfers in 2006-2007, respectively.
- In 2006-2007, the system contributed to the state’s critical health care labor force, as more than 7,700 students earned degrees or certificates in nursing.
- The system’s contribution in 2006-2007 to the state’s workforce included more than 65,000 associate degrees and certificates in vocational/occupational areas.

³⁸ Source: RP Group, *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

³⁹ Source: CCCC Research and Planning Office, ARCC 2008 Report including methodology, available <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

College Level Performance

The Accountability Reporting for the Community College (ARCC) report covers each California Community college's performance on seven performance indicators. The working definitions of the ARCC indicators are unique to California and therefore have not been compared to national studies. The performance indicators include:

Figure 8. 1: Statewide ARCC Performance Rates

College Level Performance Indicators	State Rate
1. Student Progress & Achievement	51.2%
2. Students who have completed 30 or more units	70.4%
3. Fall to Fall Persistence	68.3%
4. Vocational Course Completion	78.2%
5. Basic Skills Course Completion	60.5%
6. Basic Skills Course Improvement	50.0%
7. ESL (English as a Second Language) Course Improvement	44.7%

The ARCC report provides (1) a three-year trend for each of the seven performance indicators; (2) Modesto Junior College's profile, including enrollment demographics (this mirrors the student profile found in Chapter 2); (3) a comparison of Modesto Junior College's performance with a peer group; (4) a self-assessment report. It is the goal of ARCC to provide a fair and comprehensive picture of the achievements of the college through this report rather than simple scorecards or rankings.

Student Progress and Achievement: Degree/Certificate/Transfer⁴⁰

Degree/Certificate/Transfer

The percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years:

- Transferred to a four-year college;
- Earned an AA/AS;
- Earned a Certificate (18 units or more)
- Achieved “Transfer Directed” status
(Enrolled in any transfer level English course and any transfer level math course within three years, and within six years of admission⁴¹);
- Achieved “Transfer Prepared” status.
(Has earned 56+ transferable units with a minimum 2.00 G.P.A., including the successful completion of any transfer level English and any transfer level math course, earning grades A, B, C or Credit⁴²).

Figure 8. 2: Modesto Junior College Student Progress and Achievement:

1999-2000 Cohort studied through 2004-2005	2000-2001 Cohort studied through 2005-2006	2001-2002 Cohort studied through 2006-2007
46.0%	47.2%	44.5%

The 2000-2001 cohort of Modesto Junior College first-time students showed the highest rate of degree/certificate/transfer completion within the six-year time frame. Please note that students who met the outcome in a longer period of time are not seen in these figures.

⁴⁰ RP Group, *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008. <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

⁴¹ RP Group, *Operational Definitions*. <http://www.rpgroup.org/publications/definitions.html>

⁴² RP Group, *Operational Definitions*. <http://www.rpgroup.org/publications/definitions.html>

The percentage of cohort of first-time students with a minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are show to have earned at least 30 units. Having earned the 30-units threshold in a community college has been recognized in wage studies as having a positive effect on future earnings.

Figure 8. 3: Percent of Students Who Earned at Least 30 Units ⁴³

1999-2000 Cohort studied through 2004-2005	2000-2001 Cohort studied through 2005-2006	2001-2002 Cohort studied through 2006-2007
70.3%	73.3%	71.7%

The percentage of Modesto Junior College first-time students earning at least 30 units within the six-year time frame has remained relatively consistent across all three cohorts examined.

The percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the California Community College System.

Figure 8. 4: Persistence Rate ⁴⁴

1999-2000 Cohort studied through 2004-2005	2000-2001 Cohort studied through 2005-2006	2001-2002 Cohort studied through 2006-2007
71.9%	71.8%	69.1%

The percentage of Modesto Junior College first-time students completing a minimum of six units in the Fall term who returned in the following Fall term has remained steady within 2 percent for each of three cohorts examined.

The cohorts for the vocational course completion rates consist of students who enrolled in Modesto Junior College credit vocational courses, excluding “special admit” K-12 students. Success is defined as having been retained to the end of the term with a final course grade of A, B, C or Credit.

Figure 8. 5: Annual Successful Vocational Course Completion ⁴⁵

2004-2005	2005-2006	2006-2007
73.0%	72.8%	73.1%

⁴³ Data source: Chancellor’s Office Management Information System (COMIS), as reported in *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.

⁴⁴ Data source: Chancellor’s Office Management Information System (COMIS), as reported in *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.

⁴⁵ Data source: Chancellor’s Office Management Information System (COMIS), as reported in *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.

Pre-Collegiate Improvement: Basic Skills ⁴⁶

The cohorts for the basic skills course completion rate consisted of students enrolled in Modesto Junior College credit basic skills courses, excluding “special admit” K-12 students. Success is defined as having been retained to the end of the term with a final course grade of A, B, C or Credit.

Figure 8. 6: Annual Successful Basic Skills Course Completion ⁴⁷

2004-2005	2005-2006	2006-2007
58.9%	58.5%	54.8%

The percentage of Modesto Junior College students who successfully complete basic skills courses has declined slightly by 4% over the three-year time frame examined.

The basic skills improvement rate cohorts consisted of students enrolled in a credit basic skills English or Mathematics course (starting at two or more levels below college level/transfer level course) who successfully completed their initial course. Special admit students currently enrolled in K-12 were excluded from the cohort.

Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

Figure 8. 7: Improvement Rate for Basic Skills Courses ⁴⁸

2002-2003 Cohort studied through 2004-2005	2003-2004 Cohort studied through 2005-2006	2004-2005 Cohort studied through 2006-2007
56.6%	55.9%	59.9%

⁴⁶ RP Group, *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008. <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

⁴⁷ Data source: Chancellor’s Office Management Information System (COMIS), as reported in *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.

⁴⁸ Data source: Chancellor’s Office Management Information System (COMIS), as reported in *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008.

The percentage of Modesto Junior College students who successfully completed basic skills courses, then returned to enroll in a higher-level credit course in the same discipline within a three-year time frame, increased by 3% over the three cohorts studied.

Figure 8. 8: Pre-Collegiate Improvement: ESL⁴⁹

2002-2003 Cohort studied through 2004-2005	2003-2004 Cohort studied through 2005-2006	2004-2005 Cohort studied through 2006-2007
35.5%	37.3%	32.9%

As of March 2008, 38 colleges had applied for and received approval for Enhanced Noncredit (ENC) programs. Modesto Junior College is one of those colleges so approved. Data for 29 ENC colleges were available beginning the 2008 ARCC report and includes the rate of students who successfully complete at least one or more of the following: complete a degree-applicable credit course (excluding PE), become transfer directed or transfer prepared, earn an Associate of Arts or Science degree, earn a certificate, or transfer to a four-year university.

Figure 8. 9: Enhanced Noncredit Progress and Achievement Rate

2002-2003 Cohort studied through 2004-2005	2003-2004 Cohort studied through 2005-2006	2004-2005 Cohort studied through 2006-2007
6.2%	4.8%	6.1%

Note: The California Community College Transfer Office states that not all data were available at the time the 2008 ARCC report was published. Though the following may be considered preliminary, it is worth watching over the next reporting periods.

College Peer Grouping⁵⁰

In order to provide contextual meaning to the performance data for Modesto Junior College students, the ARCC report provides peer groupings of “like” or “similar” colleges, allowing MJC student performance to be compared to students within our peer group. The composition of each peer group resulted from statistical analysis of available uncontrollable factors related to each outcome – therefore, there is a different peer group for the analysis of each performance indicator. Please use the Peer Group ID code as a reference to Figure 5.8 “Peer Group Definition” for the peer group composition and rationale.

⁴⁹ RP Group, *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008. <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

⁵⁰ RP Group, *Focus on Results: Accountability Reporting for the Community Colleges*, March 2008. <http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Figure 8. 10: Peer Group Performance

MJC’s comparison to its CCCCO “Peer Group” in the seven ARCC performance areas:

Performance Indicator	MJC 's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group ID
1. Student Progress and Achievement Rate	44.5	46.1	39.4	58.0	A6
2. Percent of Students Who Earned at Least 30 Units	71.7	70.9	66.8	77.6	B2
3. Persistence Rate	69.1	70.6	62.3	77.0	C4
4. Annual Successful Vocational Course Completion Rate	73.1	74.9	66.4	85.5	D2
5. Annual Successful Basic Skills Course Completion Rate	54.8	58.3	43.2	76.4	E2
6. Improvement Rate for Basic Skills Courses	59.9	46.1	29.3	59.9	F3
7. Improvement Rate for ESL Courses	32.9	49.0	14.7	74.0	G4

Figure 8. 11: Student Progress and Achievement Rates by CCC/MJC’s Peer Group A6

Means of Predictors								Student Progress and Achievement
Peer Group Number	Pct Students Age 25+ Fall 2005	Student Count Fall 2005	ESAI Household Income	Lowest Peer	Highest Peer	Average	Number of Peers	Peer Colleges
A6	40%	14%	0.15	39.4	58.0	46.1	19	Antelope Valley, Bakersfield; Cerritos; Chaffey, East LA; Fresno City LA Mission; Modesto; M. San Jacinto; Oxnard; Porterville; Reedley, Riverside; San Joaquin Delta; Sequoias; Shasta; Victor Valley, West Hills Coalinga; Yuba.
CCC	47%	14%	0.25			50.3	N=108	

Figure 8. 12: Student Progress and Achievement Rates by CCC/MJC’s Peer Group B2

Means of Predictors								Student Progress and Achievement
Peer Group Number	Student Count Fall 2004	Average Unit Load, Fall 2004	ESAI Per Capita Income	Lowest Peer	Highest Peer	Average	Number of Peers	Peer Colleges
B2	18284	8.4	\$20,520	66.8	77.6	70.9	29	Bakersfield; Butte; Cabrillo; Canyons; Cerritos; Chabot; Chaffey; Citrus; Cuesta; Cypress; East L.A.; El Camino; Fresno City; Fullerton; Glendale; Grossmont; L.A. City; L.A. Pierce; L.A. Valley; Long Beach City; MiraCosta; Modesto; Rio Hondo; Sacramento City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Sierra; Southwestern.
CCC	13,660	7.9	\$21,662			69.1	N=108	

Figure 8. 13: Student Progress and Achievement Rates by CCC/MJC's Peer Group C4

Means of Predictors							Student Progress and Achievement	
Peer Group Number	Pct Students Age 25+ Fall 2005	Student Count Fall 2005	ESAI Household Income	Lowest Peer	Peer Highest	Avg	Number of Peers	Peer Colleges
C4	44%	25,536	\$45,228	62.3	77.0	70.6	21	American River; Cerritos; East L.A.; El Camino; Fresno City; Glendale; Long Beach City; Modesto ; Mt. San Antonio; Palomar; Pasadena City; RioHondo; Riverside; Sacramento City; San DiegoMesa; San Francisco City; San Joaquin Delta; Santa Ana; Santa Monica City; Santa Rosa; Southwestern.
CCC	47%	13,580	\$47,786			65.5	N=108	

Figure 8. 14: Student Progress and Achievement Rates by CCC/MJC's Peer Group D2

Means of Predictors							Student Progress and Achievement	
Peer Group Number	Pct Male Fall 2006	Pct Students Age 30+ Fall 2006	Miles to Nearest UC	Lowest Peer	Peer Highest	Avg	Number of Peers	Peer Colleges
D2	42%	27%	33.1	66.4	85.5	74.9	46	Antelope Valley; Butte; Cerritos; Chaffey; Citrus; Copper Mountain; Cosumnes River; Crafton Hills; Cypress; De Anza; Desert; Diablo Valley; El Camino; Evergreen Valley; Fresno City; Fullerton; Golden West; Grossmont; L.A. Harbor; L.A. Mission; L.A. Pierce; L.A. Valley; Las Positas; Lemoore; Los Medanos; Modesto ; Moorpark Mt. San Antonio; Mt. San Jacinto; Orange Coast; Oxnard; Pasadena City; Riverside; Sacramento City; San Diego City; San Diego Mesa; San Joaquin Delta; Santa Barbara City; Santa Monica City; Sierra; Skyline; Solano; Southwestern; Ventura; Victor Valley; Yuba
CCC	43%	35%	48.3			76.5	N=108	

Figure 8. 15: Student Progress and Achievement Rates by CCC/MJC's Peer Group E2

Means of Predictors						Student Progress and Achievement	
Peer Group Number	Bachelor Plus Index	Poverty Index	Lowest Peer	Peer Highest	Avg	Number of Peers	Peer Colleges
E2	0.17	0.14	43.2	76.4	58.3	28	Allan Hancock; Antelope Valley; Barstow; Cerritos; Cerro Coso; Chaffey; Citrus; Columbia; Copper Mountain; Crafton Hills; Desert; Feather River; Hartnell; L.A. Mission; Lassen; Mendocino; Modesto ; Mt. San Antonio; Mt. San Jacinto; Oxnard; Palo Verde; Rio Hondo; Riverside; Santa Ana; Shasta; Southwestern; Victor Valley; Yuba
CCC	0.24	0.13			60.5	N=108	

Figure 8. 16: Student Progress and Achievement Rates by CCC/MJC's Peer Group F3

Means of Predictors							Student Progress and Achievement	
Peer Group Number	Student Count Fall 2005	Nearest 4 Year SAT Verbal 25 Pctl. 2005	Unemployment Index	Lowest Peer	Peer Highest	Avg	Number of Peers	Peer Colleges
F3	10,723	397.9	0.11	29.3	59.9	46.1	24	Antelope Valley; Bakersfield; Barstow; Cerro Coso; Compton; Fresno City; Imperial Valley; L.A. City; L.A. Harbor; L.A. Mission; L.A. Trade-Tech; Merced; Modesto ; Porterville; Reedley; San Bernardino; San Joaquin Delta; Sequoias; Southwest L.A.; Taft; Victor Valley; West Hills Coalinga; West L.A.; Yuba
CCC	13,580	444.2	0.07			49.1	N=108	

Figure 8. 17: Student Progress and Achievement Rates by CCC/MJC's Peer Group G4

Means of Predictors							Student Progress and Achievement	
Peer Group Number	Pct Students Age 25+ Fall 2005	Student Count Fall 2005	ESAI Household Income	Lowest Peer	Peer Highest	Avg	Number of Peers	Peer Colleges
G4	23,046	0.14	0.22	14.7	74.0	49.0	17	Cerritos; Chaffey; El Camino; Fresno City; Fullerton; Glendale; L.A. Pierce; Long Beach City; Modesto ; Mt. San Antonio; Orange Coast; Pasadena City; Rio Hondo; Riverside; San Joaquin Delta; Santa Ana; Southwestern
CCC	13,580	0.10	0.24			41.5	N=108	

Modesto Junior College Self-Assessment

To complete the ARCC Report, Modesto Junior College submitted its Self-Assessment. This brief statement (limited to 500 words) from the college administration may note, among other things, unique factors that the statistical analysis might have missed.

Modesto Junior College 2008 Self Assessment:

Two points must be made as a preface to this year's self-assessment regarding the ARCC Draft Report. First, the composition of institutions that make up the various peer groups changed from the previous report to the current one—primarily due to changes in the algorithms used by the CCCCO to match institutions by peer groups. Second, a significant effect on this year's data involved the cleanup of the MIS data and basic skills coding. The latter required a complete recalculation of the data in the previous years' ARCC report that rendered a comparison of the two reports unworkable. The College, therefore, limited this self-assessment to the data contained in the 2008 ARCC Draft Report.

Comparing the ARCC MJC-specific data, the College's rates did not fluctuate more than 3 percent across the three reporting periods reflected in the 2008 draft report. A three percent rate change does not typically cause alarm given the expected fluctuations in student trend data across time. Likewise, the high and low statewide and peer group percentages were closely centered near their averages and respective peer groups for Tables 1.1 through 1.3. That is to say, there were very small changes in the rates and relatively little movement either positive or negative.

There were two exceptions for MJC however, those were in the data reflected in the last three tables: course completion for basic skills, improvement rate for basic skills, and improvement rate for ESL courses. Though the changes were still quite small, nearly four percent, they were slightly larger than would be expected given normal fluctuations in student trend data. Notably, the changes were also nearly identical, but in opposite directions in Tables 1.4 and 1.5.

Upon inquiry and in terms of Tables 6 and 7, it was learned that the effect was due to the district's efforts in revising MIS data submissions in 2006-07, a revision that affected primarily basic skills and ESL course data. The MJC Research & Planning Office obtained the "Peer Group Analysis Tool" data download in early February and will be analyzing it in depth over the next few months.

The College is most appreciative of the opportunity to compare key student outcomes with other institutions, for the "Peer Group Analysis Tool" data set and download, and for the comprehensive "Meet and Confer" sessions. The open exchange of information has been very useful and saved a considerable amount of time in preparing this self-assessment. The institution looks forward to subsequent year's ARCC reports and to future enhancements to the ARCC reporting process.

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ⁱ **Notes Regarding Population Projections**

EMSI Demographic Data & Projections

EMSI demographic data and projections are based on three major sources: (1) US Census Bureau annual estimates, County Population Estimates, (CPE) (2) birth and mortality rates from the US Health Department, and (3) projected regional job growth. To obtain our estimates, national birth and mortality rates are calculated by age, gender, and race using information from the US Health Department. These are then combined with county-level annual population estimates published by the US Census Bureau in CPE to create the final current population numbers, with localized birth/mortality rates. To create demographic projections, EMSI uses past trends along with its own employment projections, on the assumption that people will follow jobs.

Department of Finance Demographic Research Unit Technical Notes

Basic Method

The Department of Finance uses a baseline cohort-component method to project population by age, gender and race/ethnicity. A cohort-component method traces people born in a given year through their lives. As each year passes, cohorts change as specified in the mortality and migration assumptions. New cohorts are formed by applying the fertility assumptions to women of childbearing age. For this projection series, there are seven mutually exclusive race/ethnic groups: Hispanics and non-Hispanic American Indians, Asians, Blacks, Multirace persons, Pacific Islanders and Whites. A baseline projection assumes people have the right to migrate where they choose and no major natural catastrophes or war will befall the state or the nation.

Special Populations

Special (institutionalized) populations are populations that do not age normally. They are found primarily in prisons, college dorms, and group housing on military installations. These populations tend to remain static in age as people enter and leave the institutions. In counties where special populations represent a significant proportion of a specific race/ethnic group's population, they were removed from the base and projected separately. For prison and military populations, the determination was made based on an examination of sex ratios. Adjustments to college dorm populations were based on an examination of age structure. Forecasts from the Department of Corrections and Rehabilitation and the various college campuses were used to determine the opening/closing of facilities.

Survival Rates, Fertility Rates and Migration Proportions

Survival Rates

For the starting date, state-level survival rates were constructed separately for men and women of seven race/ethnic groups. That is, life tables were created for men and women of each race/ethnic group using a five-year average of death data (CY 2000-2004), with the survival rates being derived from each of these life tables.

Fertility Rates

A set of six 5-year age-specific fertility rates (ASFRs for the age range 15-44) for each of seven race/ethnic groups was calculated for each county for each year of the period 2000-2004. For the numerators of these rates, births to mothers under age 15 and births to mothers of unknown age were added to the births of the youngest age group and births to mothers over age 44 were added to births of the oldest age group. Rate denominators were published E-3 2000-2004 estimates by age, gender and race/ethnic group for each county. ASFRs were then averaged for each race/ethnic group of each county to derive beginning fertility rates for the projections. In San

Luis Obispo and Yolo counties adjustments to the E-3 populations were made for college students.

Migration Proportions

Migration proportions were developed for the decade of the 1990s by a survived population method. The 1990 population was aged forward in time to 2000 by adding recorded births to form new cohorts and subtracting deaths from existing cohorts. The survived 1990 population was compared to the 2000 population and differences were assumed to be migration. The ten-year migration was annualized and divided by the total to derive a proportion. Then a three-year moving average was used to smooth the migration proportions.

Demographic Model

The benchmark population was projected using the fertility, mortality and migration assumptions. Applying the fertility assumptions to the women of childbearing ages creates new cohorts. The population ages with time, as the gender-, race/ethnic-, and age-specific survival rates are applied to the population at risk. In addition, the overall migration assumptions by race/ethnicity are distributed using the assumed gender and age proportions. The process is carried forward for 50 years from 2000. Special populations are then added to produce total population projections.

For more information on the Department of Finance Demographic Research Unit's methodology go to <http://www.dof.ca.gov/html/DEMOGRAP/ReportsPapers/Projections/P3/P3.php>