

Institutional Effectiveness Report
2009

Modesto Junior College

Prepared by the

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Introduction

Modesto Junior College is a deep and complex institution rooted firmly in the ideals of academic integrity and opportunity for all. Our students are driven, motivated, often even relentless in their pursuit of success, and MJC provides them purchase on the world's workings to transmute their motivation into a tangible livelihood. Our faculty is second to none, and there is no department lacking in a prodigious talent more often associated with institutions above the K-14 system. Our administrators provide a balance and a delicate, practiced hand, overseeing and providing for all the school's citizens, guiding our efforts and encouraging the ambitious. I could not be prouder serving another institution; indeed, I could not be prouder than to serve Modesto Junior College.

Levi Ogden, President
Associated Students

Modesto Junior College is committed to student learning, educational excellence, and institutional effectiveness. As part of this commitment, we are dedicated to furthering our “culture of evidence” as a cornerstone for supporting institutional effectiveness at our college. As we continue to strengthen our strategic planning, an integral aspect is 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 individuals and groups across campus as we continue to implement a comprehensive, integrated, and continual cycle of planning for MJC. I urge my colleagues to use this data to improve all aspects of academic offerings, student learning, and student services at MJC, with the goal of creating a stronger, more effective college for our students and our community.

-Mike Adams, President
Modesto Junior College Academic Senate

Modesto Junior College is a student-centered institution that believes learning is of the highest priority. The college has a distinguished history for eighty-eight years of providing educational excellence to our community. We are proud of our comprehensive, community needs- based, and rigorous curriculum. There are opportunities for learning in the arts, theater, humanities, social science, and behavioral sciences, anchored by our strong science and math programs. We offer a comprehensive curriculum in vocational and career technical education. Students are enriched by outside-classroom experiences in performing arts, dance, speech and debate competition, interior design, and agricultural fieldwork experiences, which bridge the classroom experiences with professional skill development. 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 Jr. College

Modesto Junior College Vision and Mission Statements and Core Values

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

- 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

- California is, geographically, the third largest state but has the largest population, which is ethnically diverse, and has one of the largest economies in the world, including agriculture and service industries.
- The Central Valley covers 26,000 square miles in the center of the state, 450 miles long and 40-60 miles wide. It already has a large pool of trainable and skilled workers with multi-language capabilities, and it is expecting to increase to 9.3 million ethnically diverse people over the next decade. The Central Valley currently produces 8 percent of the nation's agricultural products.
- Stanislaus County covers a total area of 1,515 square miles. It has a 2009 population of 532,355. The county contains a diverse economy. Leading industries include a wide variety of food and wine production.
- The three counties that provide the most students for Modesto Junior College are Stanislaus County (almost 85%), San Joaquin County (10%), and Merced County (3%). Their population is expected to increase by 9-11 percent in the next five years (2009-2014). Population by gender will remain 50-50, but population by ethnicity will change, with all ethnicities except White, Non-Hispanic expected to increase.
- However, all three counties are expected to experience a 3-5 percent decline in the 15- to 19-year-old group and a 1-6 percent decline in the 45- to 49-year-old group from 2009 to 2014.
- Recent April 2009 data obtained from the Employment Development Department show the unadjusted seasonal Stanislaus unemployment rate had increased to over 16%. The economic indicators for both California and Stanislaus County reflect a change from the previous five years. Housing prices have declined below 2005 levels, yet the consumer price index (CPI) has increased above national levels. Housing starts and median home values have declined substantially through mid-year of 2009.
- From 2009 to 2014, nine of the projected top 20 **fastest-growing** occupations in the Central Valley that require an associate degree or certificate are in business/technical areas, nine are in health care areas, and two are in education areas.
- Over the past four years, Stanislaus County high school enrollments by grade have fluctuated and declined in 2008-2009. Most ethnic group enrollment percentages remain fairly consistent, except that the Hispanic group enrollments by grade are gradually increasing while White group enrollments by grade are gradually decreasing.
- Several high school districts in Stanislaus County indicate declining numbers of graduates in spite of a slight overall county increase. A few of Modesto City High School District's high schools indicate declines in the number of graduates, which contributed to the overall slight decline in the city total.

- Achievement levels of Stanislaus County high school students indicated that Asian and White ethnic groups scored at higher levels on proficiency exams in 2007 than the Latino and African American groups.
- The Participation Rate, measured as a percentage of Spring 2008 high school graduates that enrolled for Fall 2008 at MJC, was 40.6 percent for Modesto City High Schools. The Participation Rate for all Stanislaus County high school graduates was 34.0 percent.
- Concerning MJC student profiles from Fall 2004 to Fall 2008, the White, Non-Hispanic group has declined almost 8%, the Hispanic group has declined 1.5%, the Asian group has declined 1.3%, and the Unknown group has increased 11.1%.
- From Fall 2004 to Fall 2008, MJC students have shifted educational goals away from transferring without an AA/AS degree or earning an AA/AS degree but not transferring to earning an AA/AS degree and transferring.
- MJC is somewhat underrepresented in both the White and Hispanic student groups, when compared to the Stanislaus county demographic distribution.
- From Fall 2004 to Fall 2008, MJC “Continuing Students” have gradually increased to almost 60 percent of the total enrollment. “Returning Students” during this time period increased by 200 percent to 30-percent of the total enrollment. By proportion, “First-Time Students” and “First-Time Transfer Students” correspondingly decreased.
- MJC Full-Time Equivalent Student (FTES) in Internet-based courses has increased by 124.7 percent from Fall 2004 to Fall 2008. Enrollment in the other forms of Distance Education remained fairly unchanged.
- MJC Retention Rates, during Fall and Spring Semesters from 2004 to 2009, have remained at a fairly consistent 81 percent average level. Success Rates for the same time period have consistently averaged 62 percent. Retention Rates for students who attended StartSmart sessions in Fall 2008 were almost 10 percent higher than the college’s Retention Rate. StartSmart attendees’ Persistence Rate and following semester’s Retention Rate were higher than the college’s rates.
- The number of associate degrees awarded to MJC students in 2007-2008 increased, but the number of certificates having 6-17 units decreased dramatically.
- The number of MJC students transferring to the CSUs in 2007-2008 declined slightly for the first time since 2002-2003. The number transferring to the UCs increased slightly. In 2006-2007 the number of MJC students transferring to Public and Private Universities, both in state and out of state, increased from 2005-2006.
- Modesto Junior College has conducted the national Community College Survey of Student Engagement (CCSSE) twice (Spring 2006 and Spring 2009) in order to measure engagement and satisfaction of its students. In addition, in Spring 2009, the Community College Faculty Survey of

Student Engagement (CCFSSE) was conducted so that added comparisons could be analyzed to help improve student success. The survey contains questions that frame five benchmark areas that have been identified as important to measuring student success: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.

- The MJC student group benchmark scores for Active and Collaborative Learning and Academic Challenge were higher than the benchmark scores of the national CCSSE, Hispanic Student Success Consortium (HSSC), and the Extra Large Community Colleges (XL CCs). The MJC student group benchmark scores for the other three benchmarks varied in ranking, when compared with the other three student groups.
- MJC Faculty Response Rate in completing the online CCFSSSE was an outstanding 45.7 percent, compared to the national CCFSSSE average response rate of 35.0 percent. One of the five Benchmarks, Academic Challenge, is included here for comparing responses of the faculty to responses of MJC students. Questions from this benchmark are taken from the faculty perspective of asking the faculty about students, as opposed to questions posed directly to the students.
- The faculty responses to the Academic Challenge Benchmark questions concerning course activities (such as analyzing, synthesizing, using information to work on a new skill) were higher than student responses. Faculty responses to the question pertaining to number of papers written indicated fewer papers assigned than students indicated. Faculty responses to the question of exams, etc., challenging students to do their best were skewed toward the Extremely Challenging end of the response range. The student responses were not as skewed.
- The Accountability Reporting for the Community Colleges (ARCC) 2009 Report builds upon the prior reports through various improvements in data quality, a new year of data, and the piloting of a new performance indicator for noncredit coursework.
- Since the California Community Colleges Chancellor's Office (CCCCO) has recalculated the community colleges' previous years' data again for the ARCC 2009 Report, MJC focused on comparing its most recent data (2002-2003 to 2007-2008) with the data from the various peer groups indicated in MJC's Table 1.11 (Table 8.8 in this IE Report 2009). According to the data in this table, MJC's rate is very comparable to rates of its peer groups, relative to the following indicators: Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rate for Credit Basic Skills Courses. The one indicator in which MJC lags noticeably behind is the Improvement Rate for Credit ESL Courses. MJC has begun several initiatives to improve the Credit ESL Improvement Rate.

Chapter 1. State and Service Area Profiles

State

Geography

The State of California, also known as The Grape State because it is based in the business of agriculture, has a total of 163,707 square miles with 7,734 miles of it being covered by water. California is the third largest state in the United States, and its topography is defined by eight main regions: the San Diego Ranges, the Los Angeles Ranges, the Basin and Range Regions, the Cascade Mountains, the Klamath Mountains, The Coastal Ranges, the Sierra Nevada, and the Central Valley.¹

Demographics

California is ranked the Number One State in the United States in terms of population with 33,871,678 residents, which is an average of 217.16 people per square mile (2000 Census).¹ California contains large numbers of people from a wide variety of ethnic, racial, national, and religious backgrounds. The state continues to attract significant numbers of immigrants, which contributes to its dramatic growth in overall size. California lacks a majority ethnic group and is considered one of the “majority-minority states.” Because there are many national communities and ethnic origins in the state as well, there are over 200 languages known to be spoken and read in California, with Spanish being the state’s second most spoken language.¹

Economy

California supports a large and diverse economy with the highest economic production among the states. If California were a country, it would rank approximately tenth in the value of goods and services produced. California’s service industries, as a group, make up the largest part of the state’s gross product. California leads all of the other states in farm income, and it is positioned as the agricultural powerhouse of the United States. In terms of revenue generated, its top five agricultural products are dairy products, greenhouse and nursery products, grapes, almonds, and cattle and calves.

California:

- Grows over 200 different crops, some grown nowhere else in the nation.
- Is the second-ranked producer of livestock products behind Texas.
- Ranks first among the states in manufacturing.
- Is among the country’s leading mining states, producing a greater variety of mined products than any other state.
- With its 840 miles of coastline, ranks first among the states in commercial fishing.¹

Central Valley

Geography

The Central Valley is surrounded by mountains, lying between the Coastal Ranges to the West, the Sierra Nevada to the East, the Cascades to the North, and the Tehachapis to the South. The Central Valley is a 26,000 square mile region that is 450 miles long and 40 to 60 miles wide. It is a level, broad fertile plain with the most important farming area west of the Rocky Mountains and comprises about three-fifths of California's productive farmland.^{1&2} California's Central Valley is one of the seven most fertile valleys in the world, with fifteen million acres of land. There are few regions of the same size that nature has endowed with greater diversity of surface, altitude, humidity, soil, and vegetation than that of the Central Valley.²

"The ground surface is so nearly level that you have no sense of contour. . . . It is not a former lake, although in large part it is a former swamp. Geology characteristically repeats itself around the world and down through time, but--with the possible exceptions of the Chilean Longitudinal Valley and the Dalbandin Trough in Pakistan---the Great Central Valley of California has no counterpart on this planet." *Assembling California*, John McPhee²

Demographics

The Central Valley was once home to over three hundred Native American tribes.² Since the 1980s, the Central Valley has exploded in both area and population. The Central Valley is currently home to 6.6 million residents, and is growing almost 50% faster than the state (2008).³ Over the next decade, 85 percent of California's new growth will occur in the Central part of the state and is expected to see its population increase to 9.3 million people. The Central Valley is California's most ethnically diverse region, and although the ethnic makeup of its residents will change, some groups are expected to remain remarkably stable. However, the Latino population is projected to grow from 35% to 50% while the white percentage will decrease from a half to one-third of the total population. The region contains a large pool of trainable and skilled workers with multi-language capabilities.⁴ The per capita income is approximately 30 percent below the state average with government and agriculture providing most of the jobs.⁵

Economy

The Central Valley is one of the world's most productive agricultural regions, producing 8 percent of the nation's agricultural output by value. The Central Valley's primary crops are tomatoes, grapes, cotton, apricots and asparagus. Four of the top five counties in agricultural sales are in the Central Valley: Fresno, Tulare, Kern and Merced.

The Central Valley has been termed as California's last frontier or the "other California" because it is where all of California's most pressing challenges-immigration, water and land issues-will be played out in the next century.²

Stanislaus County

Geography

Stanislaus County is the “Heart” of the Stanislaus River Valley. The county has a total area of 1,515 square miles of which 1,494 square miles of it is land and 21 square miles is water. Stanislaus County has historically been divided socially and economically by the north-flowing San Joaquin River, which provided a natural barrier to trade and travel for much of the county’s history, leaving it largely rural and economically dependent on agriculture.⁶ Stanislaus County, immediately south of San Joaquin County, is predominantly farmland but also has a substantial population in the cities of Modesto, Turlock, Ceres, Oakdale, Riverbank, Patterson, Waterford, Newman, and Hughson. The remaining residents are in unincorporated areas.⁶

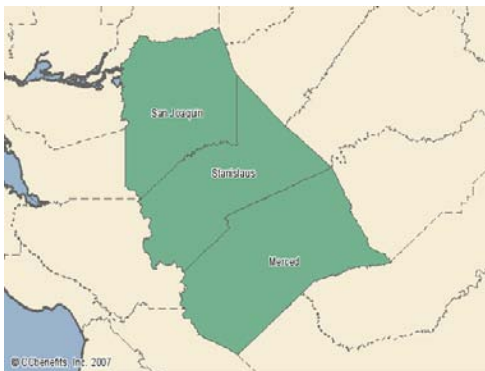
Demographics

Stanislaus County was originally inhabited by two Native cultures: the Miwoks, who lived on the eastern side primarily in the foothills, and the Yokuts who lived in the valley.⁷ As of 2009, Stanislaus County's population is 532,355.⁸ The county’s nine incorporated cities reflect a region rich in diversity.⁹ The county reflects the state by being a “majority-minority” county, with no ethnic group having a majority of the population.⁸

Economy

The mild Mediterranean climate, rich soils, and ample water make it one of the best agricultural areas, positioning the area as a global center for agribusiness.¹⁰ The leading manufacturing industry in the county is food, far outdistancing paper, fabricated metal products, and others. The county’s main agricultural products include milk, almonds, chickens, cattle and calves, tomatoes, nursery (deciduous fruit and nut), walnuts, grapes, peaches, and alfalfa. By broad category, the leaders are livestock and livestock products, fruit and nuts.⁷ Stanislaus County is within 90 minutes of the two largest markets in the world - San Francisco and the Silicon Valley, and within a 5-hour drive to Los Angeles. E & J Gallo Winery, Foster Farms, Frito-Lay, and Medic Alert all call Stanislaus County home.¹⁰

Main Service Area Counties Population Change 2009 to 2014⁸



A compilation of available data for the main service area counties of Stanislaus, San Joaquin and Merced compares projected population increases from 2009 to 2014. Based on Department of Finance and Economic Modeling Specialists, Inc. data, the region will continue to grow by between 9-11%. That is, Stanislaus will grow by 9%, San Joaquin by 11% and Merced by 11%.

Table 1.1: Main Service Area Counties' Population Projections and Percent Changes

	2009 Population	2014 Population	Change	% Change
Stanislaus County	532,355	581,007	28,851	9%
San Joaquin County	707,258	786,575	79,317	11%
Merced County	257,137	285,181	28,044	11%

Table 1.2: Main Service Area Counties' Projected Changes by Ethnicity 2009-2014

Race/Ethnicity	Stanislaus % Change	San Joaquin % Change	Merced % Change
White, Non-Hispanic	0%	0%	0%
White Hispanic	19%	20%	18%
Non-White Hispanic	19%	18%	17%
Black or African American	11%	13%	7%
American Indian or Alaska Native	6%	7%	7%
Asian	15%	18%	9%
Native Hawaiian and other Pacific Islander	16%	20%	13%
Two or more races	16%	19%	17%
Overall	9%	11%	11%

The distribution of males and females across all three counties is projected to remain fairly constant with a 10% increase in numbers in both groups through 2014.

Table 1.3: Main Service Area Counties' Projected Changes by Gender 2009-2014

Gender	Stanislaus %	San Joaquin %	Merced %
Males	49.5%	50.0%	50.3%
Females	50.5%	50.0%	49.7%
Overall	100.0%	100.0%	100.0%

Main Service Area Counties' Projected Population Growth Rate by Age⁸

Figure 1.1: Stanislaus Population Growth Rate by Age 2009 to 2014

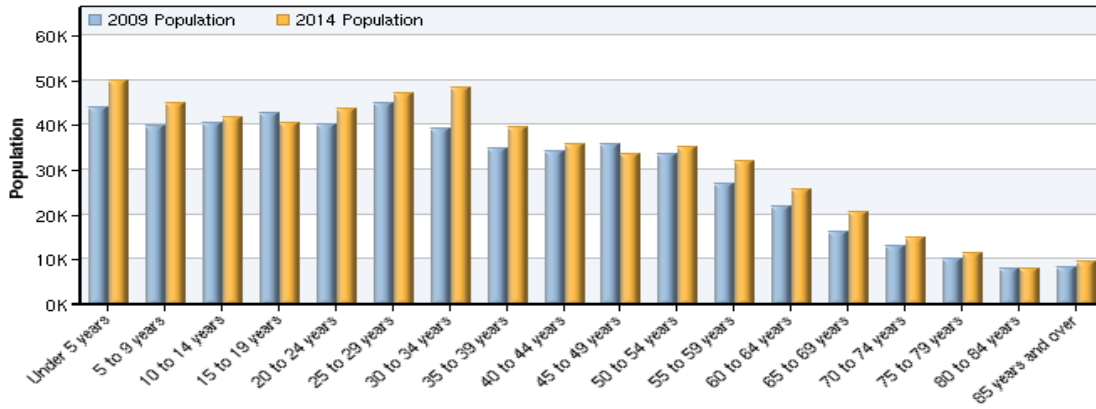


Figure 1.2: San Joaquin Population Growth Rate by Age 2009 to 2014

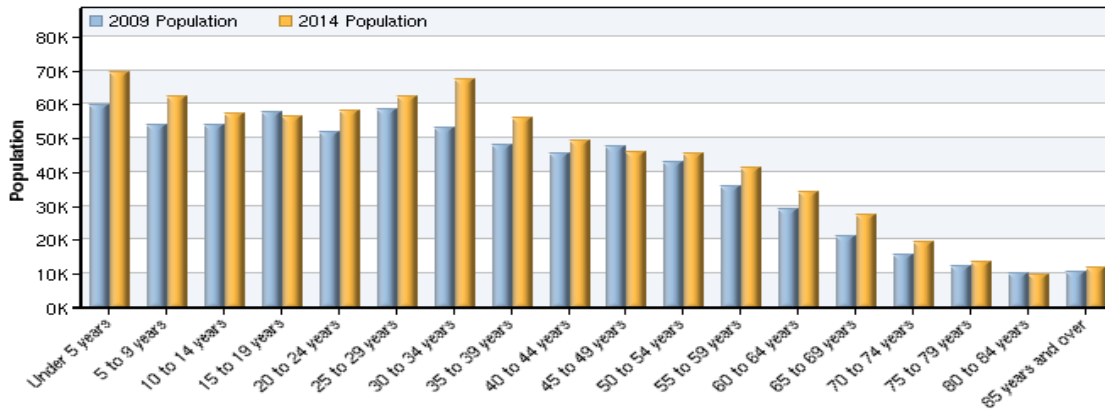
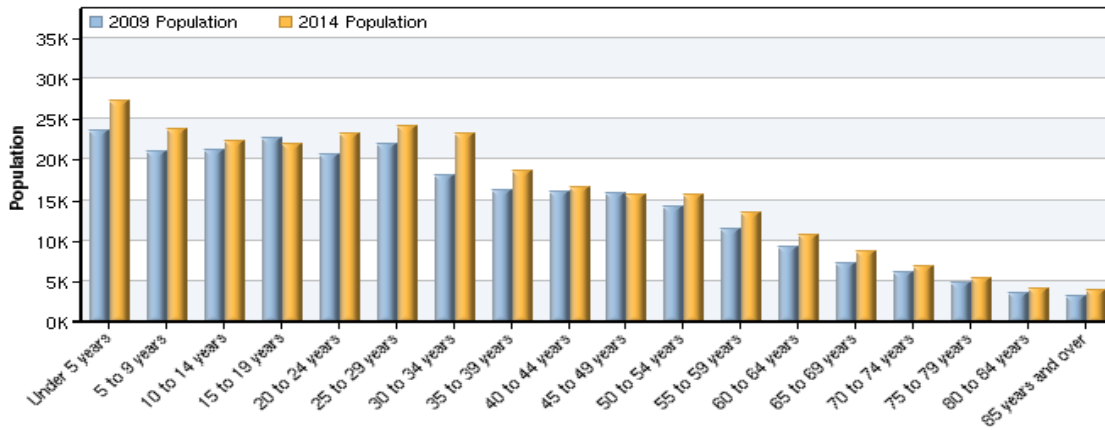


Figure 1.3: Merced Population Growth Rate by Age 2009 to 2014



Main Service Area Counties' Projected Population Growth Rate by Ethnicity⁸

Figure 1.4: Stanislaus Population Growth Rate by Ethnicity 2009 to 2014

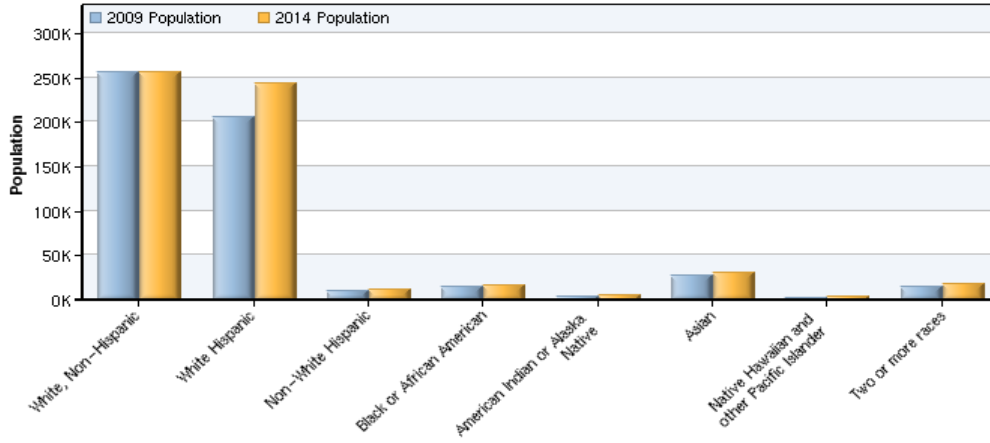


Figure 1.5: San Joaquin Population Growth Rate by Ethnicity 2009 to 2014

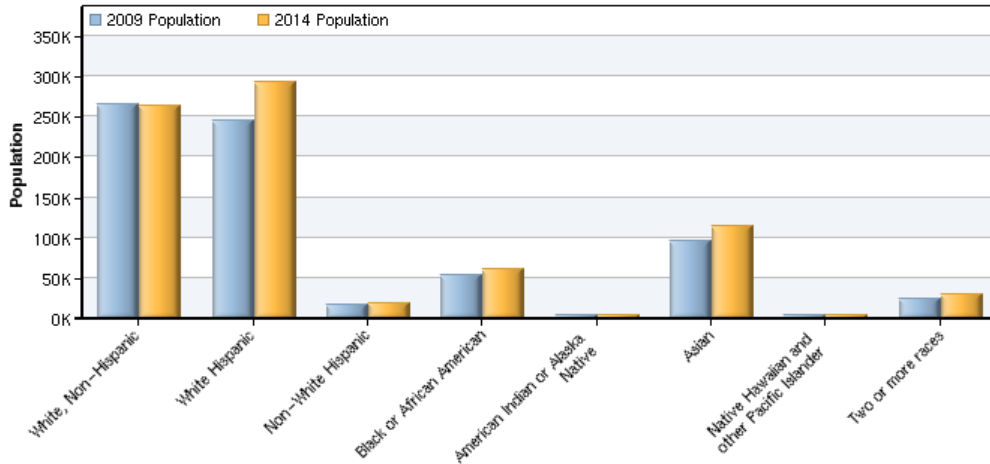
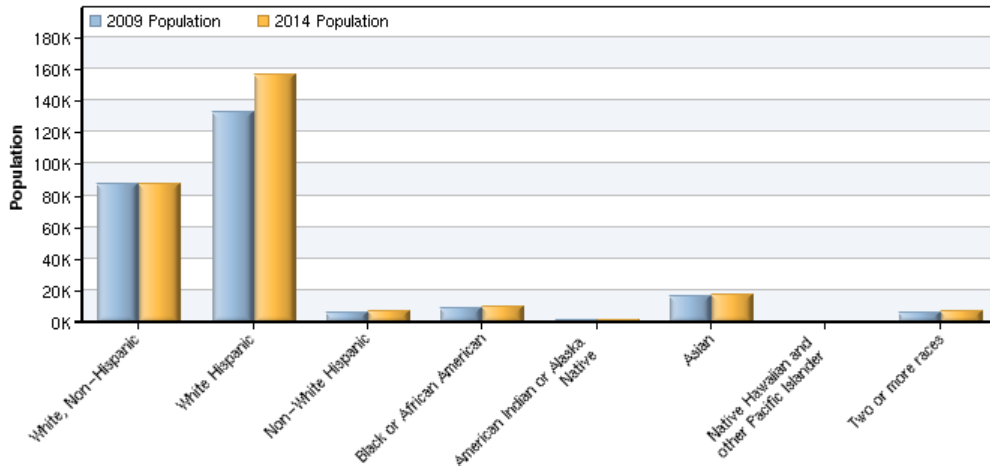


Figure 1.6: Merced Population Growth Rate by Ethnicity 2009 to 2014



Population Change Summary⁸

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 approximately 9 percent from 2009 to 2014.
- San Joaquin County, the largest of the three counties in population, is projected to increase in population by 11 percent during this period.
- Merced County, the smallest of the three counties in population, is projected to increase in population by 11 percent during this period.

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

- Stanislaus County is projected to experience a 5 percent decline in the 15 to 19 year-old group and a 6% decline in the 45 to 49 year-old group from 2009 to 2014.
- San Joaquin County is projected to experience a 3 percent decline in the 15 to 19 year-old group and a 5 percent decline in the 45 to 49 year-old group during this period.
- Merced County is projected to experience a 3 percent decline in the 15 to 19 year-old group and a 1 percent decline in the 45 to 49 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 19 percent in the white Hispanic group and non-white Hispanic groups, 16 percent in the Native Hawaiian/Other Pacific Islander and Two or More Races groups, 11 percent in the African American group, and a 15 percent increase in the Asian group.
- San Joaquin County is projected to experience an increase of 20 percent in the White Hispanic and Native Hawaiian/ Other Pacific Islander groups, 13 percent in the African American group, 18 percent in the Non-white Hispanic and Asian groups, and a 19 percent increase in the Two or More Races group.
- Merced County is projected to experience an increase of 18 percent in the white Hispanic group, 17 percent in the non-white Hispanic group, 13 percent in the Native Hawaiian/Other Pacific Islander group, 9 percent in the Asian group, 7 percent in the African American and American Indian or Alaska Native groups, and a 17 percent increase 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 from 2009 to 2014.

Summary of State and Service Area Profiles

- California is the third largest state, geographically, and the largest state by population.
- California is an ethnically diverse state with no ethnic group having a majority of the population.
- California is one of the largest economies in the world, including agriculture and service industries.
- The Central Valley covers 26,000 square miles in the center of the state, 450 miles long and 40-60 miles wide.
- The Central Valley's population is ethnically diverse and growing, expecting to reach 9.3 million people.
- The Central Valley has a large pool of trainable and skilled workers with multi-language capabilities and currently produces 8 percent of the nation's agricultural products.
- Stanislaus County, with a total area of 1,515 square miles, serves as home to the vast majority of Modesto Junior College students.
- Stanislaus County's population (2009) is 532,355, with most people living in nine incorporated cities.
- Stanislaus County contains a diverse economy, with leading industries of a wide variety of food and wine production.
- The three counties that provide the most students for Modesto Junior College are Stanislaus County, San Joaquin County, and Merced County, and their population is expected to increase by 9-11 percent in the next five years (2009-2014).
- While population by gender will remain 50-50, population by ethnicity will change, with all ethnicities except White, Non-Hispanic expected to increase from 2009 to 2014.
- All three counties are expected to experience a 3-5 percent decline in the 15- to 19-year-old group and a 1-6 percent decline in the 45- to 49-year-old group.

Chapter 1. State and Service Area Profiles – ENDNOTES

- ¹ NETSTATE.COM. California. 25 June, 2009. http://www.netstate.com/states/intro/ca_intro.htm
- ² Fresno Historical Society. Description of the Valley. 25 June, 2009. <http://www.valleyhistory.org/>
- ³ Great Valley Center. <http://www.greatvalley.org/>
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- ⁵ Early Learning Quality in California’s Central Valley. Lee Anderson, Ph.D. Merced County Superintendent. Central Valley Demographics. 25 June, 2009. www.cde.ca.gov/sp/cd/re/documents/elqiscentralvalley.ppt
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- ¹⁰ Housing ELEMENT. Stanislaus County. 25 June, 2009. <http://www.stancounty.com/planning/pl/gp/housing-element.pdf>

Property Values

Existing homes in California dramatically changed in the past five years, both increasing and decreasing since April 2005, peaking in 2006 only to drop below 2005 levels in 2009. For Stanislaus County the median-priced home fell from a high of \$379,000 in 2006 to \$133,000 in 2009. Homes sold in Stanislaus County have dropped 59.4% from 2005 to the current 2009 reported values.¹¹

Table 2.2: Median Home Price Comparison, Stanislaus County / California

Median Home Prices	CA	Cumulative Rate of Change	Stanislaus County	Cumulative Rate of Change
Apr-09	256,700	-22.30%	133,000	-59.40%
Apr-08	408,800	25.40%	225,000	-31.30%
Apr-07	597,640	21.50%	350,000	6.90%
Apr-06	562,380	10.30%	379,000	15.70%
Base Year: 2005	523,150	0%	327,500	0%
Overall Averages	469,734		282,900	

Cumulative rate of change is calculated on the base year, 2005.

Family Economic Indicators

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 rates.

Table 2.3: Family Economics in Stanislaus County (2007 data)¹²

	Stanislaus County	Central Valley Region	California
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%

Top 20 Occupations for Central Valley – 2009 to 2014⁸

Data summarized below reflect that of occupations requiring an Associate Degree or Postsecondary Certificate in the Central Valley region consisting of twelve counties: Calaveras, Fresno, Kern, Kings, Madera, Merced, San Benito, San Joaquin, Stanislaus, Tulare and Tuolumne.

Table 2.4: Largest Occupations Projection 2009 to 2014

SOC Code	Description	2009 Jobs	2014 Jobs	Change	% Change	2009 Median Hourly Earnings
41-9022	Real estate sales agents	21,067	27,780	6,713	32%	\$8.31
13-2021	Appraisers and assessors of real estate	4,606	6,026	1,420	31%	\$9.23
29-2041	Emergency medical technicians and paramedics	1,414	1,703	289	20%	\$13.24
29-1111	Registered nurses	20,790	23,825	3,035	15%	\$36.86
29-2021	Dental hygienists	1,396	1,596	200	14%	\$35.03
39-9031	Fitness trainers and aerobics instructors	2,078	2,358	280	13%	\$13.58
31-1012	Nursing aides, orderlies, and attendants	11,207	12,525	1,318	12%	\$11.31
25-4031	Library technicians	1,559	1,745	186	12%	\$14.53
25-2011	Preschool teachers, except special education	6,664	7,388	724	11%	\$10.62
15-1041	Computer support specialists	2,825	3,115	290	10%	\$19.65
29-2034	Radiologic technologists and technicians	1,540	1,690	150	10%	\$29.67
49-3023	Automotive service technicians and mechanics	7,590	8,288	698	9%	\$17.08
29-2061	Licensed practical and licensed vocational nurses	5,615	6,119	504	9%	\$21.76
49-3042	Mobile heavy equipment mechanics, except engines	1,718	1,874	156	9%	\$21.70
43-6013	Medical secretaries	9,408	10,174	766	8%	\$13.08
49-3031	Bus and truck mechanics and diesel engine specialists	4,183	4,530	347	8%	\$17.57
43-6012	Legal secretaries	2,674	2,851	177	7%	\$17.70
23-2011	Paralegals and legal assistants	1,429	1,521	92	6%	\$22.53
49-3011	Aircraft mechanics and service technicians	1,567	1,635	68	4%	\$23.60
39-5012	Hairdressers, hairstylists, and cosmetologists	2,266	1,558	-708	-31%	\$8.78

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Figure 2.1: Largest Occupations Projection 2009 to 2014

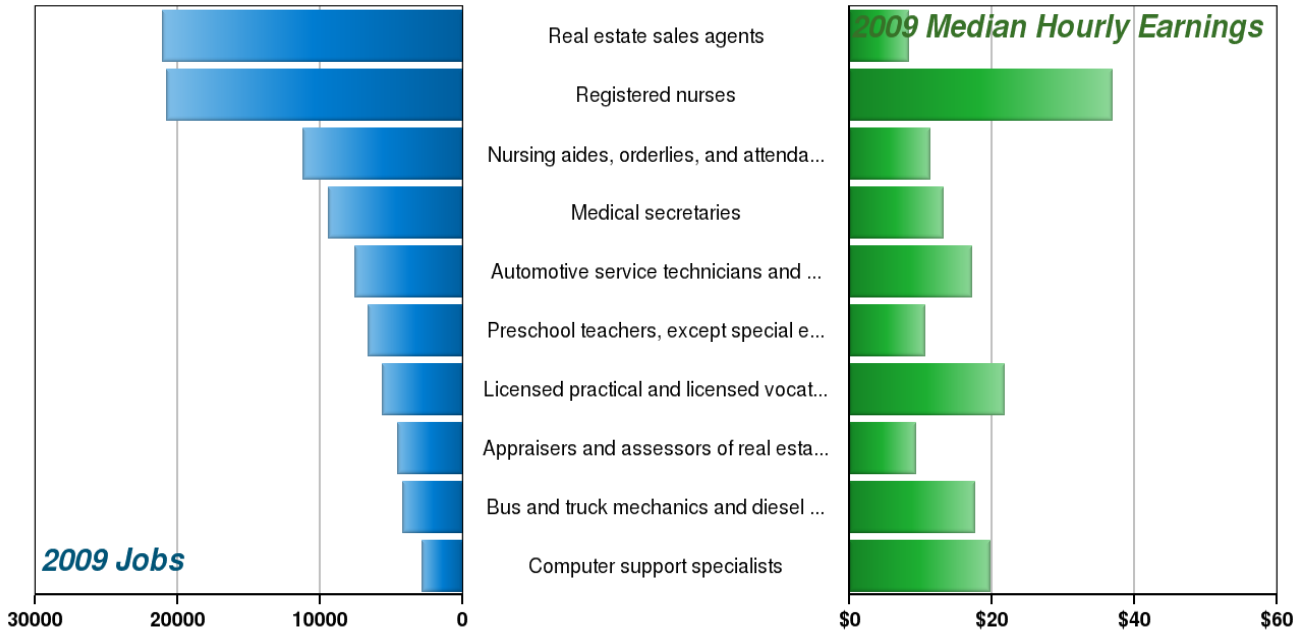


Figure 2.2: Fastest Growing Occupations Projection 2009 to 2014

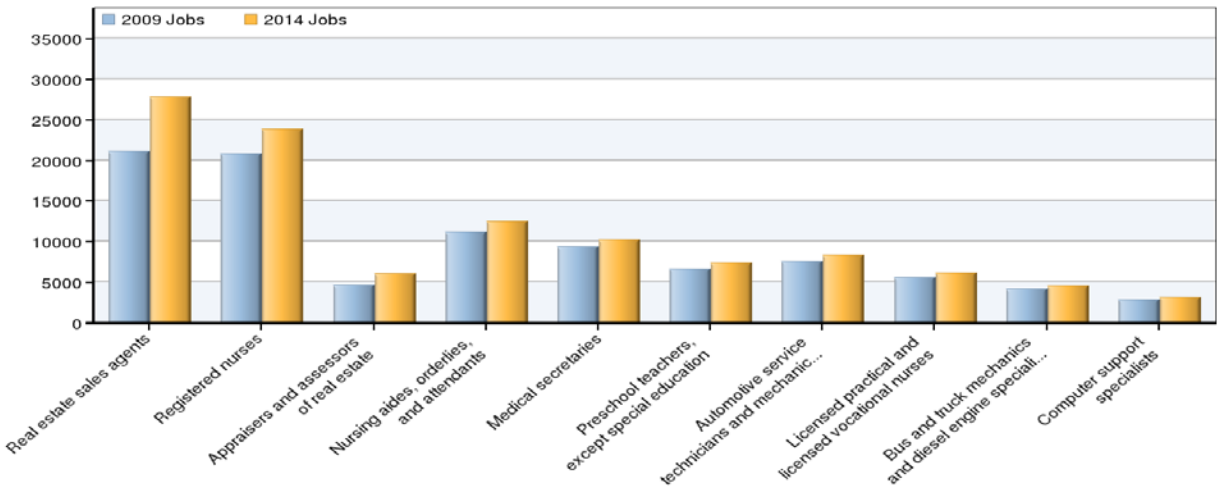


Table 2.5: Fastest Growing Occupations Projection 2009 to 2014

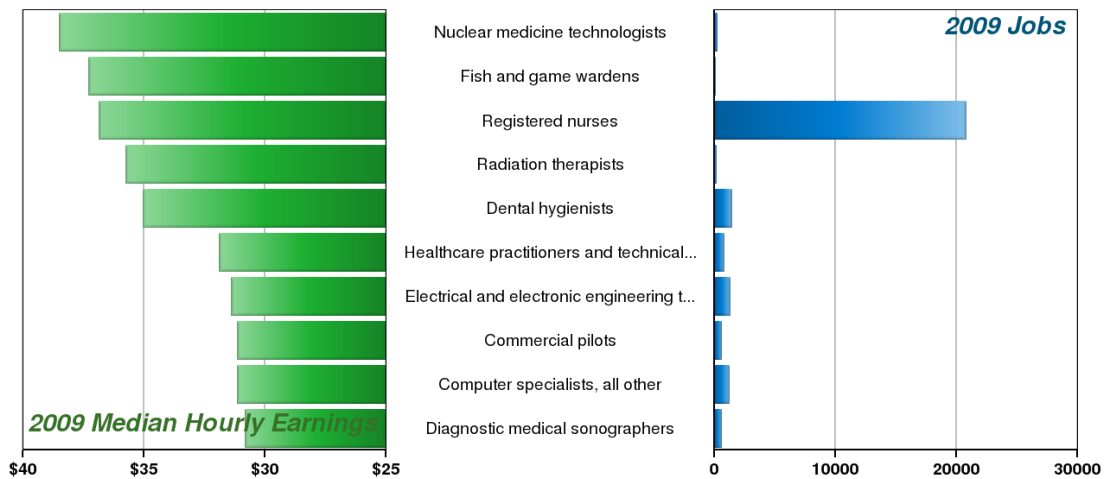
SOC Code	Description	2009 Jobs	2014 Jobs	Growth	Growth %	2009 Median Hourly Earnings
41-9022	Real estate sales agents	21,067	27,780	6,713	32%	\$8.31
13-2021	Appraisers and assessors of real estate	4,606	6,026	1,420	31%	\$9.23
29-2056	Veterinary technologists and technicians	589	721	132	22%	\$15.43
29-2041	Emergency medical technicians and paramedics	1,414	1,703	289	20%	\$13.24
29-1111	Registered nurses	20,790	23,825	3,035	15%	\$36.86
29-2021	Dental hygienists	1,396	1,596	200	14%	\$35.03
39-9031	Fitness trainers and aerobics instructors	2,078	2,358	280	13%	\$13.58
29-1126	Respiratory therapists	1,266	1,428	162	13%	\$28.63
31-1012	Nursing aides, orderlies, and attendants	11,207	12,525	1,318	12%	\$11.31
25-4031	Library technicians	1,559	1,745	186	12%	\$14.53
25-2011	Preschool teachers, except special education	6,664	7,388	724	11%	\$10.62
15-1041	Computer support specialists	2,825	3,115	290	10%	\$19.65
29-2034	Radiologic technologists and technicians	1,540	1,690	150	10%	\$29.67
29-2071	Medical records and health information technicians	1,387	1,522	135	10%	\$14.16
49-3023	Automotive service technicians and mechanics	7,590	8,288	698	9%	\$17.08
29-2061	Licensed practical and licensed vocational nurses	5,615	6,119	504	9%	\$21.76
49-3042	Mobile heavy equipment mechanics, except engines	1,718	1,874	156	9%	\$21.70
43-6013	Medical secretaries	9,408	10,174	766	8%	\$13.08
49-3031	Bus and truck mechanics and diesel engine specialists	4,183	4,530	347	8%	\$17.57
43-6012	Legal secretaries	2,674	2,851	177	7%	\$17.70

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Table 2.6: Highest Paying Occupations Projection 2009 to 2014

SOC Code	Description	2009 Jobs	2014 Jobs	Change	% Change	2009 Median Hourly Earnings
29-1111	Registered nurses	20,790	23,825	3,035	15%	\$36.86
29-2021	Dental hygienists	1,396	1,596	200	14%	\$35.03
29-1124	Radiation therapists	139	157	18	13%	\$35.76
29-1126	Respiratory therapists	1,266	1,428	162	13%	\$28.63
29-2031	Cardiovascular technologists and technicians	340	384	44	13%	\$24.97
17-3027	Mechanical engineering technicians	111	124	13	12%	\$25.29
29-9099	Healthcare practitioners and technical workers, all other	809	895	86	11%	\$31.89
49-2094	Electrical and electronics repairers, commercial and industrial equipment	772	860	88	11%	\$25.52
17-3023	Electrical and electronic engineering technicians	1,274	1,401	127	10%	\$31.38
29-2032	Diagnostic medical sonographers	588	644	56	10%	\$30.83
29-2034	Radiologic technologists and technicians	1,540	1,690	150	10%	\$29.67
33-3031	Fish and game wardens	46	50	4	9%	\$37.27
15-1099	Computer specialists, all other	1,241	1,349	108	9%	\$31.13
53-5031	Ship engineers	39	42	3	8%	\$25.95
29-2033	Nuclear medicine technologists	209	223	14	7%	\$38.49
49-2095	Electrical and electronics repairers, powerhouse, substation, and relay	242	254	12	5%	\$29.81
49-2093	Electrical and electronics installers and repairers, transportation equipment	246	259	13	5%	\$25.03
17-3029	Engineering technicians, except drafters, all other	1,184	1,229	45	4%	\$29.86
53-2012	Commercial pilots	548	567	19	3%	\$31.13
19-4041	Geological and petroleum technicians	194	198	4	2%	\$29.72

Figure 2.3: Highest Paying Occupations Projection 2009 to 2014



Summary of State and County Economic Conditions

Unemployment rates (UR) for Stanislaus County improved slightly in 2006 but has since been increasing from 8.5%, and has remained above the state rate of 4.9% for the same period. Recent data obtained from the Employment Development Department for April of 2009 show the unadjusted seasonal Stanislaus UR had increased to over 16%.¹¹

The economic indicators for both California and Stanislaus County reflect a change from the previous five years. Housing prices have declined below 2005 levels, the consumer price index (CPI) has increased above national levels, and the housing starts and median home values have declined substantially through mid-year of 2009.¹¹

- Of the projected top 20 **fastest-growing** occupations from 2009 to 2014⁸, the following seven occupations are projected to have the **highest percent growth**:
 - Real estate sales agents (32%)
 - Appraisers and assessors of real estate (32%)
 - Veterinary technologists and technicians (22%)
 - Emergency medical technicians and paramedics (20%)
 - Registered nurses (15%)
 - Dental hygienists (14%)
 - Fitness trainers and aerobics instructors (13%)
- Of the projected top 20 **fastest-growing** occupations requiring an Associate Degree or Postsecondary Certificate in the Central Valley from 2009 to 2014, nine are in business/technical areas, nine are in health care areas, and two are in education areas.⁸
- Of the projected top 20 **highest-paying** occupations from 2009 to 2014, ten are in business/technical areas, nine are in health care areas, and one is in law enforcement.⁸

Chapter 2. State and County Economic Conditions – ENDNOTES

¹¹California Employment Development Department. 25 June, 2009. <http://www.labormarketinfo.edd.ca.gov/>

¹²Children Now. 2007 California County Data Book by county, race and ethnicity. 25 June, 2009. <http://publications.childrenow.org>

Chapter 3. Stanislaus County High School Student Profile

The projected decline of the 15-19 year-old group (see Chapter 1) has begun to be seen in high school enrollment and graduation data in Stanislaus County. Some school districts are experiencing declines in enrollments by grade level, which are affecting overall graduation numbers. As seen in Table 3.1, Stanislaus County High School enrollments by grade over the past four years have fluctuated and declined in 2008-2009. Table 3.1 also indicates that most ethnic group enrollment percentages remain fairly consistent except that Hispanic group enrollments by grade are gradually increasing while White group enrollments by grade are gradually decreasing.

Stanislaus County High School Enrollment Data by Grade and Ethnicity 2005-06 to 2008-09

Table 3.1: Stanislaus County Enrollments by High School Grade Level and Ethnicity¹³

9th Grade	2005-2006		2006-2007		2007-2008		2008-2009	
Ethnicity	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	332	3.9%	370	4.4%	342	4.1%	330	4.0%
Amer. Indian/Alaskan Nat.	94	1.1%	85	1.0%	89	1.1%	77	0.9%
Asian	441	5.1%	377	4.5%	407	4.8%	365	4.4%
Filipino	94	1.1%	83	1.0%	83	1.0%	78	0.9%
Hispanic	3,763	43.9%	3,853	46.3%	4,042	48.1%	3,985	48.3%
Pacific Islander	83	1.0%	65	0.8%	79	0.9%	87	1.1%
White, Non-Hispanic	3,559	41.5%	3,232	38.9%	3,171	37.7%	3,166	38.3%
Multiple or No Response	212	2.5%	254	3.1%	197	2.3%	171	2.1%
Total	8,578	100.0%	8,319	100.0%	8,410	100.0%	8,259	100.0%
10th Grade								
Ethnicity	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	371	4.3%	331	3.8%	386	4.6%	326	4.0%
Amer. Indian/Alaskan Nat.	76	0.9%	90	1.0%	78	0.9%	85	1.0%
Asian	405	4.7%	449	5.2%	386	4.6%	399	4.9%
Filipino	85	1.0%	92	1.1%	82	1.0%	82	1.0%
Hispanic	3,714	43.0%	3,788	43.9%	3,897	46.0%	3,932	47.9%
Pacific Islander	70	0.8%	90	1.0%	72	0.9%	79	1.0%
White, Non-Hispanic	3,773	43.7%	3,510	40.7%	3,291	38.9%	3,103	37.8%
Multiple or No Response	146	1.7%	272	3.2%	271	3.2%	201	2.4%
Total	8,640	100.0%	8,622	100.0%	8,463	100.0%	8,207	100.0%

Table 3.1 (continued): Stanislaus County Enrollments by High School Grade Level and Ethnicity

11th Grade		2005-06		2006-07		2007-08		2008-09	
Ethnicity	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
African American	293	3.8%	347	4.2%	325	3.7%	364	4.5%	
Amer. Indian/Alaskan Nat.	82	1.1%	65	0.8%	92	1.1%	72	0.9%	
Asian	386	5.0%	394	4.7%	468	5.4%	380	4.7%	
Filipino	73	0.9%	82	1.0%	87	1.0%	74	0.9%	
Hispanic	3,180	40.8%	3,583	42.9%	3,774	43.2%	3,710	45.6%	
Pacific Islander	75	1.0%	75	0.9%	82	0.9%	77	0.9%	
White, Non-Hispanic	3,499	44.9%	3,581	42.9%	3,606	41.3%	3,202	39.4%	
Multiple or No Response	198	2.5%	224	2.7%	296	3.4%	255	3.1%	
Total	7,786	100.0%	8,351	100.0%	8,730	100.0%	8,134	100.0%	
12th Grade									
Ethnicity	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
African American	293	4.0%	298	3.9%	351	4.3%	308	3.8%	
Amer. Indian/Alaskan Nat.	80	1.1%	79	1.0%	68	0.8%	79	1.0%	
Asian	443	6.0%	385	5.0%	397	4.9%	450	5.6%	
Filipino	62	0.8%	70	0.9%	84	1.0%	84	1.0%	
Hispanic	2,906	39.5%	3,218	42.0%	3,443	42.6%	3,493	43.4%	
Pacific Islander	83	1.1%	71	0.9%	75	0.9%	80	1.0%	
White, Non-Hispanic	3,376	45.9%	3,321	43.3%	3,465	42.8%	3,299	41.0%	
Multiple or No Response	109	1.5%	225	2.9%	208	2.6%	258	3.2%	
Total	7,352	100.0%	7,667	100.0%	8,091	100.0%	8,051	100.0%	

Stanislaus County High School Graduates 2004 to 2008

From 2004 to 2008, the total number of students graduating from high school had increased overall, but the graduation rate has been steadily declining since 2004.¹³ Figures 3.1 and 3.2 present the numbers of graduates and the graduation rates for these years.

Figure 3.1: Number of Stanislaus County High School Graduates 2004-2008¹³

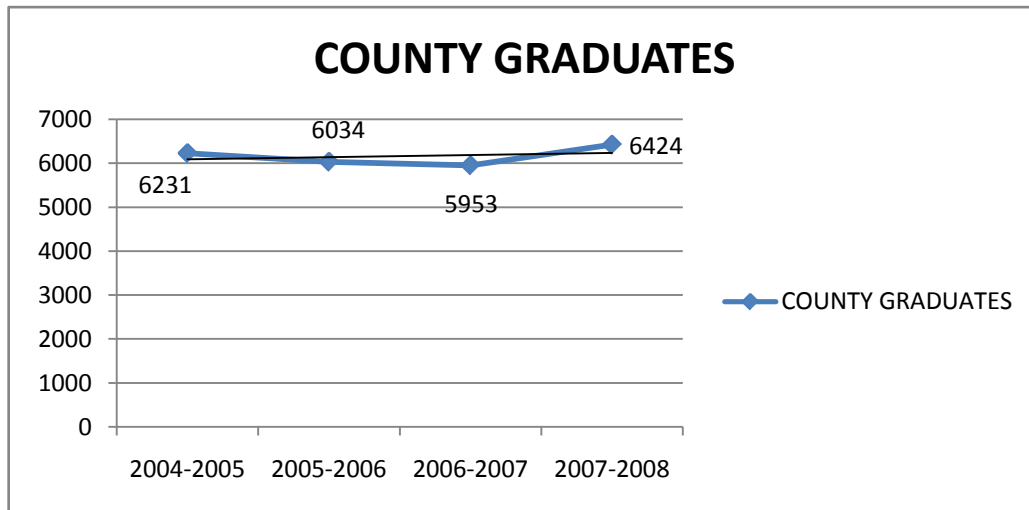
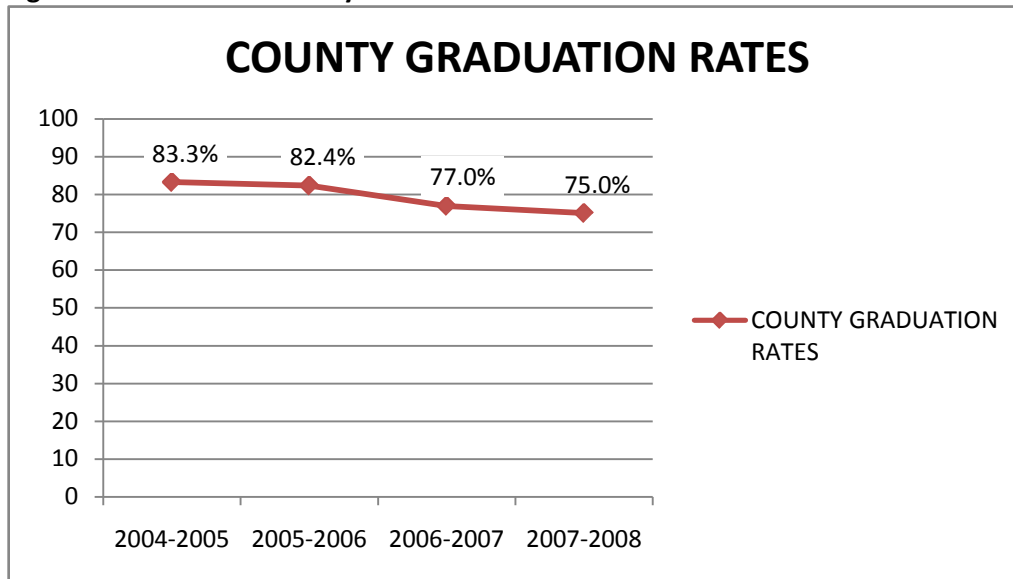


Figure 3.2: Stanislaus County Graduation Rates 2004-2005 to 2007-2008¹³



Stanislaus County and Modesto High School District Graduate Trends and Percent Change

Tables 3.2 and 3.3 show the graduate history and percent change for 2004-2005 to 2007-2008. Several districts indicate declining numbers of graduates in spite of a slight overall county increase. A few of Modesto High School District’s high schools indicate declines in the number of graduates, which contributed to the overall slight decline.

Table 3.2: Stanislaus County and Modesto City High School District Graduate Trends and Percent Change – 2005-2008¹³

Stanislaus County School Districts	2005	2006	2007	2008	Percent Change
Modesto City High School District	2,952	2,826	2,825	2,877	-2.54%
Turlock	904	980	974	982	8.63%
Ceres	593	580	541	638	7.59%
Oakdale Joint	403	345	370	370	-8.19%
Patterson Joint	280	273	288	358	27.86%
Hughson	174	172	156	160	-8.05%
Riverbank	142	171	127	188	32.39%
Waterford	295	270	297	375	27.12%
Newman-Crows Landing	177	163	131	159	-10.17%
Denair	111	129	120	129	16.22%
Keyes Union	40	30	30	40	0.00%
Stanislaus County Office of Ed	160	95	94	148	-7.50%
Total	6,231	6,034	5,953	6,424	3.10%

Table 3.3: Modesto City High School District Graduate History and Percent Change 2005 – 2008¹³

*Modesto City High Schools	2005	2006	2007	2008	Percent Change
Beyer High School	615	609	603	670	8.94%
Davis High School	606	548	540	562	-7.26%
Downey High School	432	411	426	432	0.00%
Johansen High School	546	538	525	514	-5.86%
Modesto High School	562	572	553	573	1.96%
Elliott Alternative	191	148	172	126	-34.03%
Non-Public-Non-Sectarian	0	0	6	0	0.00%
Modesto City High School District	2,952	2,826	2,825	2,877	-2.54%

Stanislaus County High School Graduates' Preparedness for College

According to "Children Now," the achievement levels of Stanislaus County high school students indicated that Asian and White ethnicity groups scored at higher levels on proficiency exams in 2007 than the Latino and African American groups.¹²

Table 3.4: Stanislaus County High School Students Proficiency Exams¹⁴

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%
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 (Entry Level Math=ELM) or English (English Proficiency Test=EPT) entry level college skill levels. Based on these scores and transcripts, students may enroll in college level coursework or be referred to remediation.

Table 3.5: Percent of Modesto City and Stanislaus County High School Graduates Prepared for CSU Based on Math and English Skill level Exams 2008¹⁴

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%	57%	16%
Davis High School	67%	33%	65%	13%
Downey High School	74%	29%	52%	14%
Johansen High School	76%	19%	69%	26%
Modesto High School	74%	18%	51%	11%
Total Stanislaus County	66%	22%	56%	16%
Total California	63%	18%	53%	14%

College Going Rate Trends for Stanislaus County High School Students

Figures 3.3 and 3.4 provide the college-going rates for Stanislaus County high school students. The College-going rates were calculated by dividing the number of entering freshmen aged 19 and younger from public high schools in the county by the total number of graduates from public high schools in the county. All categories of public high schools are covered including comprehensive schools, continuation schools, and other categories of schools. Students with unknown genders and ethnicities and those from unknown schools were excluded from the data.¹⁵

Figure: 3.3: 2007 College-Going Rates for Stanislaus County High School Graduates¹⁵

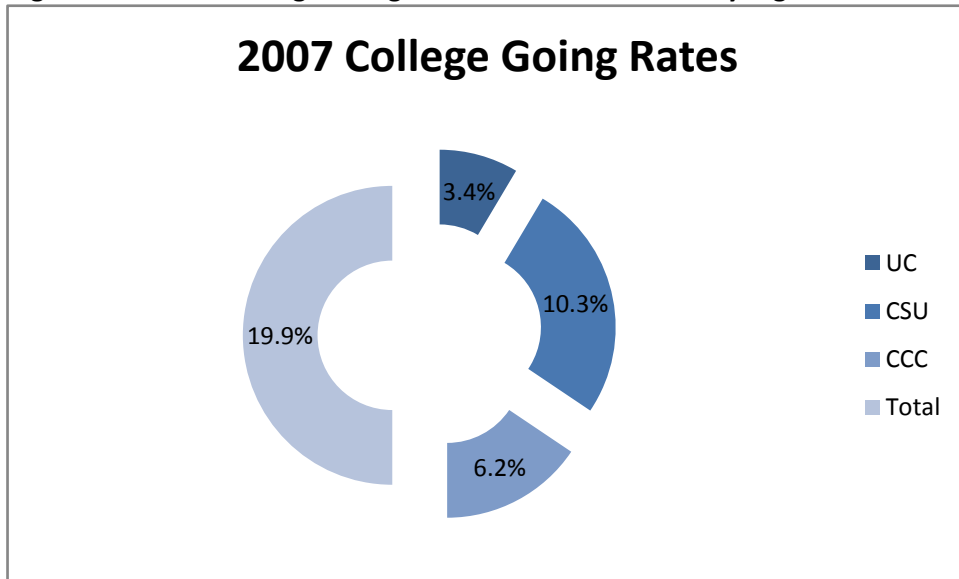
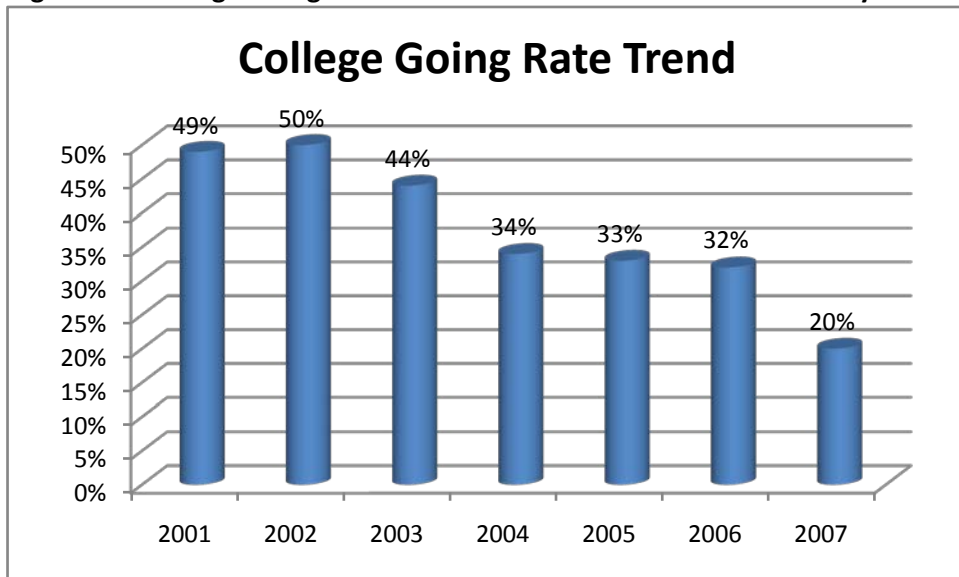


Figure 3.4: College-Going Rates 2001-2007 Trend for Stanislaus County¹⁵



Measures of Participation Rate for Stanislaus County High School Graduates Enrolled at MJC

Participation Rate can be measured in different ways. One way is to divide the number of recent graduates of a high school who enroll at a college in the fall semester by the total number of recent graduates of that high school. Table 3.6 indicates the total number of Spring 2008 high school graduates of Stanislaus County high schools¹³ and the number of these graduates who enrolled at MJC in the Fall of 2008.¹⁶

Table 3.6: Participation Rates of Stanislaus County High School Graduates Enrolled at MJC^{13&16}

Graduated HS Spring 2008, Enrolled MJC Fall 2008	Enrolled at MJC	Number of HS Graduates by District/School	Rate
Modesto City High School District			
Beyer High School	267	670	39.9%
Davis High School	238	562	42.4%
Downey High School	171	432	39.6%
Johansen High School	227	514	44.2%
Modesto High School	211	573	36.8%
Elliott Continuation	55	126	43.7%
Total of Modesto City High School District	1,169	2,877	40.6%
Turlock School District	300	982	30.6%
Ceres School District	238	638	37.3%
Oakdale Joint School District	102	370	27.6%
Patterson Joint School District	86	358	24.0%
Hughson School District	65	160	40.6%
Riverbank School District	56	188	29.8%
Waterford School District	42	375	11.2%
Denair School District	27	129	20.9%
Newman-Crows Landing District	38	159	23.9%
Total of These County High School Districts*	2,123	6,236	34.0%

*excluding private and charter school enrollments

Participation Rate can also be measured by showing the number of graduates from each high school by the last few graduation years that are enrolled at a college in the fall semester. Table 3.7 indicates the numbers of graduates from the last three years that enrolled at MJC in Fall 2008.

Table 3.7: Fall 2008 MJC Enrollments from Stanislaus County High Schools by Graduation Year¹⁶

		2008	2007	2006
Modesto City High School District	Beyer	267	239	175
	Davis	238	194	180
	Downey	171	152	105
	Johansen	227	182	172
	Modesto	211	189	137
	Elliott Continuation	55	68	27
Turlock School District	Turlock	124	122	89
	Pitman	162	130	96
	Freedom Education Center	3	5	4
	Roselawn	11	8	1
Ceres School District	Ceres	105	156	121
	Central Valley	101	1	0
	Argus	24	11	7
	Whitmore Charter	8	8	3
Oakdale Joint School District	Oakdale	100	86	68
	East Stanislaus	0	1	1
	Oakdale Charter	2	2	2
Patterson Joint School District	Patterson	77	70	49
	Del Puerto	9	4	3
Hughson School District	Hughson	65	57	42
Riverbank School District	Riverbank	55	34	37
	Adelante	1	1	0
Waterford School District	Waterford	42	35	26
Newman- Crows Landing School District	Orestimba	35	20	19
	West Side Valley	3	2	0
	Newman-Crows Landing Independent	0	5	0
Keyes Union School District	Keyes to Learning Charter	1	0	0
Denair School District	Denair	24	20	21
	Denair Charter	3	2	4
	Stanislaus Co. Office of Education	1	25	20
	Private High Schools	126	124	70
	Total	2,251	1,953	1,479

Summary of Stanislaus County High School Student Profile

- Stanislaus County High School enrollments by grade over the past four years have fluctuated and declined in 2008-2009.
- Most ethnic group Stanislaus County high school enrollment percentages remain fairly consistent, except that Hispanic group enrollments by grade are gradually increasing while White group enrollments by grade are gradually decreasing.
- From 2004 to 2008, the total number of students graduating from high school had increased overall, but the graduation rate has been steadily declining since 2004.
- Several high school districts indicate declining numbers of graduates in spite of a slight overall county increase in Stanislaus County. A few of Modesto City High School District's high schools indicate declines in the number of graduates, which contributed to the overall slight decline in the city total.
- Achievement levels of Stanislaus County high school students indicated that Asian and White ethnicity groups scored at higher levels on proficiency exams in 2007 than the Latino and African American groups.
- The Participation Rate, measured as a percentage of recent Modesto city high school graduates that enrolled for Fall 2008 at MJC, was 40.6 percent.
- The Participation Rate, measured as a percentage of recent Stanislaus County high school graduates that enrolled for Fall 2008 at MJC, was 34.0 percent.
- Participation Rates can also be measured by the numbers of high school graduates that enrolled in Fall 2008 and graduated over the last three years.

Chapter 3. Stanislaus County High School Student Profile – ENDNOTES

¹³California Department of Education, DataQuest. <http://data1.cde.ca.gov/dataquest/>

¹⁴California State University Analytic Studies. 02 July, 2009. http://www.asd.calstate.edu/performance/elm-ept/2008/county50_r08.shtml

¹⁵California Postsecondary Education Commission—College Going Rates By County, downloaded 18 August 2009. <http://www.cpec.ca.gov/StudentData/CACGRCounty.asp>.

¹⁶Yosemite Community College District. Crystal Reports, Research and Planning/HS Undup/1st Census, downloaded 10 September 2008.

Chapter 4. Modesto Junior College Student Profile

What characteristics do the people who enroll at Modesto Junior College have? This question can be answered in terms of demographic, geographic, and enrollment data. MJC has a larger percentage of students enrolling that are younger (19 or less) than the combined California Community Colleges, and, consequently, MJC has a smaller percentage of students enrolling that are older (50+).

Modesto Junior College Student Enrollment Demographics

Table 4.1: MJC and California CCs Fall Semester Enrollment Rates by Ages.¹⁷

Ages	MJC Fall 05	MJC Fall 06	MJC Fall 07	MJC Fall 08	CCC Fall 05	CCC Fall 06	CCC Fall 07	CCC Fall 08
19 or Under	30.7%	29.8%	31.1%	31.4%	24.1%	24.5%	25.0%	25.6%
20-24	32.1%	32.3%	30.0%	30.8%	27.8%	27.4%	27.2%	27.5%
25-29	11.0%	11.3%	12.0%	12.7%	11.9%	11.9%	12.1%	12.4%
30-34	6.7%	6.8%	6.9%	6.8%	7.7%	7.5%	7.4%	7.4%
35-39	5.6%	5.6%	5.8%	5.5%	6.3%	6.3%	6.1%	5.9%
40-49	8.6%	9.0%	8.7%	7.8%	10.1%	9.9%	9.6%	9.2%
50 or Over	5.3%	5.3%	5.4%	5.1%	11.7%	12.1%	12.1%	11.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.4%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

From Fall 2004 to Fall 2008, the White, Non-Hispanic group has declined almost 8%, the Hispanic group has declined 1.5%, the Asian group has declined 1.3%, and the Unknown group has increased 11.1%.

Table 4.2: Modesto Junior College Student Enrollment by Ethnicity¹⁷

Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
African-American	3.1%	3.2%	2.9%	3.2%	3.3%
American Indian/Alaskan Native	1.3%	1.3%	1.2%	1.1%	1.1%
Asian	6.2%	6.2%	5.8%	5.4%	4.9%
Filipino	1.4%	1.5%	1.5%	1.3%	1.3%
Hispanic	29.4%	29.0%	28.1%	27.4%	27.9%
Pacific Islander	1.5%	1.3%	1.3%	1.1%	1.1%
White Non-Hispanic	47.3%	46.1%	42.0%	39.3%	39.5%
Other Non-White	0.1%	0.1%	0.1%	0.0%	0.0%
Unknown	9.7%	11.3%	17.0%	21.1%	20.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

MJC student enrollment by gender reflects state and national college enrollment trends of approximately 60% Female and 40% Male, which contrasts with Service Area counties that indicate a 50-50 ratio.

Table 4.3: Modesto Junior College Student Enrollment by Gender¹⁷

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	59.9%	59.8%	59.3%	59.5%	57.7%
Male	40.0%	39.8%	40.4%	40.0%	40.3%
Unknown	0.1%	0.4%	0.3%	0.5%	2.1%
Total	100.0%	100.0%	100.0%	100.0%	100.1%

*Totals may not add to 100% due to rounding.

Modesto Junior College Enrollments by Top Cities and Counties

Almost 85% of MJC's students reside in cities and towns within Stanislaus County.

Table 4.4: Modesto Junior College Student Enrollment by Top Cities and Counties¹⁸

City	Number	Percent
Modesto	9,767	48.2%
Turlock	2,143	10.6%
Ceres	1,351	6.7%
Oakdale	781	3.9%
Riverbank	756	3.7%
Manteca	673	3.3%
Patterson	555	2.7%
Ripon	501	2.5%
Salida	496	2.4%
Escalon	390	1.9%
Hughson	327	1.6%
Waterford	317	1.6%
Newman	208	1.0%
Tracy	207	1.0%
Denair	168	0.8%
Delhi	138	0.7%
Stockton	136	0.7%
Hilmar	125	0.6%
TOTAL	19,039	94.0%
Fall 2008 Total Enrollment: 20,256		
County	Number	Percent
Stanislaus	17,187	84.7%
San Joaquin	2,029	10.0%
Merced	572	2.8%
Tuolumne	131	0.6%
Calaveras	88	0.4%

Modesto Junior College Enrollments by Top ZIP Codes

Another perspective of student residence is by number and percentage of students' ZIP Codes of cities (and counties) related to percentage of all enrolled students at MJC in Fall 2008. It is interesting to see that ZIP codes within the towns of Ceres, Turlock, and Oakdale are among the top ten ZIP Codes where students reside.

Table 4.5: Top 25 Zip Codes Where Students Reside in Fall 2008¹⁸

	Number	Percent	City	County
95355	2,384	11.8%	Modesto	Stanislaus
95350	2,124	10.5%	Modesto	Stanislaus
95351	1,401	6.9%	Modesto	Stanislaus
95307	1,347	6.6%	Ceres	Stanislaus
95356	1,312	6.5%	Modesto	Stanislaus
95382	1,164	5.7%	Turlock	Stanislaus
95358	1,046	5.2%	Modesto	Stanislaus
95380	932	4.6%	Turlock	Stanislaus
95354	896	4.4%	Modesto	Stanislaus
95361	785	3.9%	Oakdale	Stanislaus
95367	754	3.7%	Riverbank	Stanislaus
95363	561	2.8%	Patterson	Stanislaus
95357	527	2.6%	Modesto	Stanislaus
95366	499	2.5%	Ripon	San Joaquin
95368	496	2.4%	Salida	Stanislaus
95336	402	2.0%	Manteca	San Joaquin
95320	389	1.9%	Escalon	San Joaquin
95326	328	1.6%	Hughson	Stanislaus
95386	318	1.6%	Waterford	Stanislaus
95337	273	1.3%	Manteca	San Joaquin
95360	210	1.0%	Newman	Stanislaus
95316	168	0.8%	Denair	Stanislaus
95315	138	0.7%	Delhi	Merced
95324	126	0.6%	Hilmar	Merced
95376	112	0.6%	Tracy	San Joaquin
TOTAL	18,692	92.3%		
Fall 2008 Total Enrollment: 20,256				

Modesto Junior College Enrollments by Top High Schools

Over the past three Fall semesters, there have been subtle fluctuations in graduates coming from nearby high schools and enrolling at MJC. The recent graduates from the service area high schools comprise about 14.5 percent of the total enrollment at MJC over the last three fall semesters. Taken from the Fall 2008 perspective of enrollments by number in the top 30 area high schools, the top five high schools of Modesto were not always the top five. Ceres High School was in the top five for the past two years. There are also two new high schools, one which has had a graduation class in 2008, Central Valley High School.

Table 4.6: Modesto Junior College Fall Enrollments by Recent High School Graduates 2006 – 2008¹⁹

	Fall 2006	Fall 2007	Fall 2008
FRED C BEYER HIGH SCHOOL	239	249	267
GRACE M DAVIS HIGH SCHOOL	214	194	238
JOHANSEN HIGH SCHOOL	241	207	227
MODESTO HIGH SCHOOL	200	190	200
THOMAS DOWNEY HIGH SCHOOL	158	167	171
PITMAN HIGH SCHOOL	115	142	162
TURLOCK HIGH SCHOOL	132	139	124
CERES HIGH SCHOOL	197	186	105
CENTRAL VALLEY HIGH SCHOOL	n/a	n/a	101
OAKDALE HIGH SCHOOL	89	82	100
ESCALON HIGH SCHOOL	72	100	78
PATTERSON HIGH SCHOOL	75	79	77
HUGHSON UNION HIGH SCHOOL	52	57	65
RIPON HIGH SCHOOL	56	68	64
MANTECA HIGH SCHOOL	35	38	63
ELLIOTT CONTINUATION HIGH SCHOOL	42	58	55
RIVERBANK HIGH SCHOOL	43	35	55
WATERFORD HIGH SCHOOL	24	30	42
SIERRA HIGH SCHOOL	30	36	41
ORESTIMBA HIGH SCHOOL	24	17	35
EAST UNION HIGH SCHOOL	34	17	33
HILMAR HIGH SCHOOL	32	36	31
MERRILL F WEST HIGH SCHOOL	13	18	31
CENTRAL CATHOLIC HIGH SCHOOL	21	35	28
BIG VALLEY CHRISTIAN	14	33	25
ARGUS HIGH SCHOOL	14	10	24
DENAIR HIGH SCHOOL	21	25	24
MODESTO CHRISTIAN HIGH SCHOOL	34	29	22
RIPON CHRISTIAN HIGH SCHOOL	15	15	21
GUSTINE HIGH SCHOOL	17	7	20
Other High Schools	385	433	445
Total	2,638	2,732	2,974
Percent of Total Fall Enrollment	14.3%	14.2%	14.7%
Total Fall 2008 Enrollment: 20,256			
Total Fall 2007 Enrollment: 19,250			
Total Fall 2006 Enrollment: 18,488			

Modesto Junior College Student Educational Goals and Unit Loads by Term and Year

From Fall 2004 to Fall 2008, students have shifted educational goals. The “Transfer with an AA/AS Degree” goal has increased 10.4%, the “Transfer without a degree” goal has declined by 4.1%, the “Obtain a degree without transferring” goal has declined by 3.3%, the “Vocational Degree” goal has declined by 1.7%, and “Undecided” has increased 2.5%.

Table 4.7: Modesto Junior College Student Educational Goals 2004-2008¹⁷

Student Educational Goals	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Transfer with an AA/AS Degree	41.6%	41.7%	43.2%	41.8%	52.0%
Transfer without a degree	10.7%	9.6%	8.6%	8.2%	6.6%
Obtain a degree without transferring	10.1%	10.6%	11.0%	9.9%	6.8%
Vocational Degree	4.2%	3.2%	2.9%	3.1%	2.5%
Vocational Certificate	2.3%	2.6%	2.4%	2.4%	2.0%
Discover career interests	0.4%	0.3%	0.3%	0.3%	0.2%
Prepare for a new career	4.5%	4.5%	4.5%	4.1%	3.4%
Advance in current career	2.0%	2.5%	2.4%	2.2%	1.6%
Maintain a certificate or license	2.2%	2.2%	1.9%	1.9%	1.7%
Educational development	2.7%	2.9%	2.5%	2.2%	1.9%
Improve Basic Skills in English, math, reading	2.4%	2.3%	2.4%	3.0%	1.7%
Complete HS diploma or GED	0.6%	0.5%	0.5%	0.6%	0.7%
Undecided	15.2%	15.8%	16.2%	19.0%	16.7%
Move from noncredit to credit courses					0.9%
4-yr college student taking 4-yr courses	0.1%	0.0%	0.0%	0.0%	0.5%
Uncollected/Unreported	0.0%	0.1%	0.1%	0.0%	0.0%
Exempt	1.0%	1.0%	1.1%	1.3%	0.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.8: Modesto Junior College Student Unit Loads by Term and Year¹⁷

Units Taken	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
0.1 - 2.9	6.9%	5.6%	6.2%	6.2%	5.6%
3.0 - 5.9	22.6%	23.1%	22.8%	22.7%	23.0%
6.0 - 8.9	16.6%	16.3%	16.7%	17.2%	17.1%
9.0 - 11.9	14.4%	14.9%	15.3%	15.3%	15.7%
12.0 - 14.9	27.4%	27.3%	26.0%	25.9%	26.6%
15+	8.6%	8.7%	8.7%	8.0%	7.8%
Non-Credit	3.6%	4.2%	4.4%	4.7%	4.1%
Total*	100.1%	100.1%	100.1%	100.0%	99.9%

*Totals may not add to 100% due to rounding.

Summary of Modesto Junior College Student Profile

- MJC has a larger percentage of students enrolling that are younger (19 or less) than the combined California Community Colleges, and, consequently, MJC has a smaller percentage of students enrolling that are older (50+).
- From Fall 2004 to Fall 2008, the White, Non-Hispanic group has declined almost 8%, the Hispanic group has declined 1.5%, the Asian group has declined 1.3%, and the Unknown group has increased 11.1%.
- Almost 85% of MJC's students reside in cities and towns within Stanislaus County. Almost 13% of MJC's students reside in cities and towns within San Joaquin and Merced counties.
- The recent graduates from the service area high schools comprise about 14.5 percent of the total enrollment at MJC over the last three fall semesters.
- From Fall 2004 to Fall 2008, students have shifted educational goals away from transferring without an AA/AS degree or earning an AA/AS degree but not transferring to earning an AA/AS degree and transferring.

Chapter 4. Modesto Junior College Student Profile – ENDNOTES

¹⁷California Community Colleges Chancellor's Office, DataMart.

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

¹⁸Yosemite Community College District. Crystal Reports, Research and Planning, SDD, 1st Census, downloaded 10 September 2008.

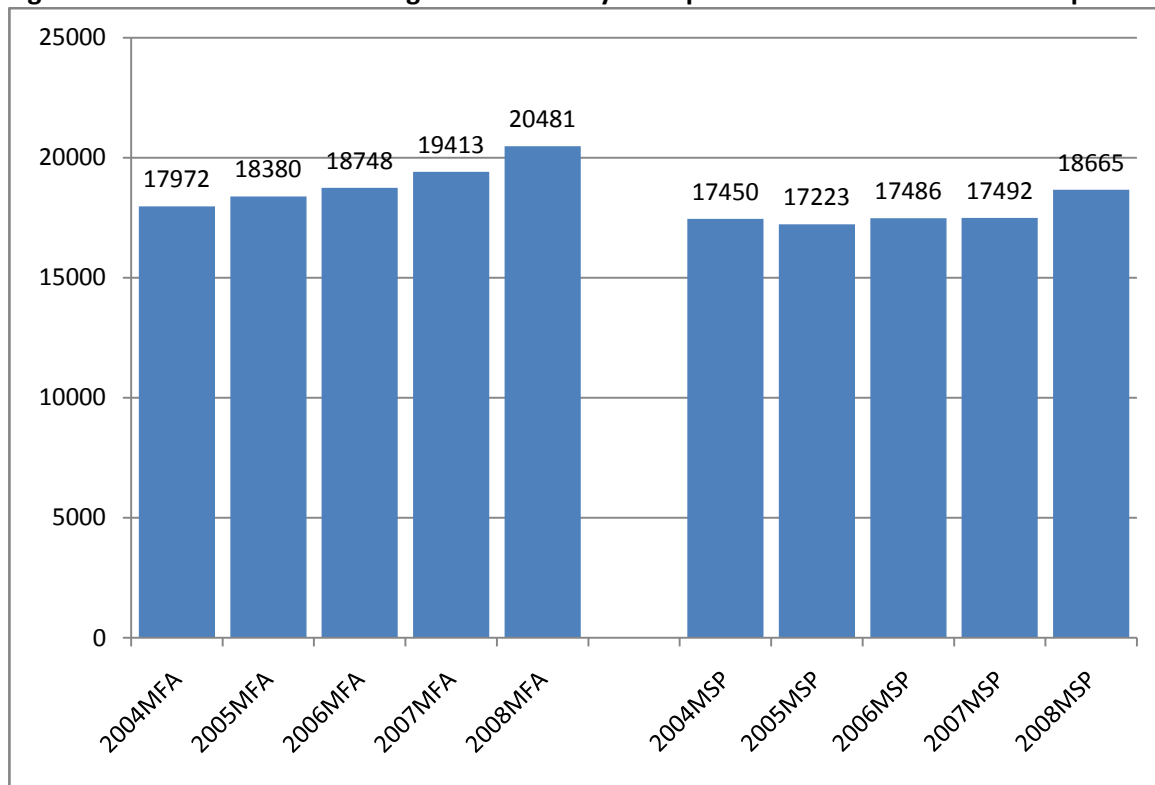
¹⁹Yosemite Community College District. Crystal Reports, Research and Planning, SDD and HS Undup, 1st Census, downloaded 10 September 2008.

Chapter 5. Modesto Junior College Student Access

Enrollment Trends

MJC has been experiencing gradual increases in its unduplicated headcounts for the fall semesters since 2004. However, the college showed a dramatic increase in its Spring 2008 and following Fall 2008 terms.

Figure 5.1: Modesto Junior College Enrollment by Unduplicated Headcount 5-Year Comparison²⁰

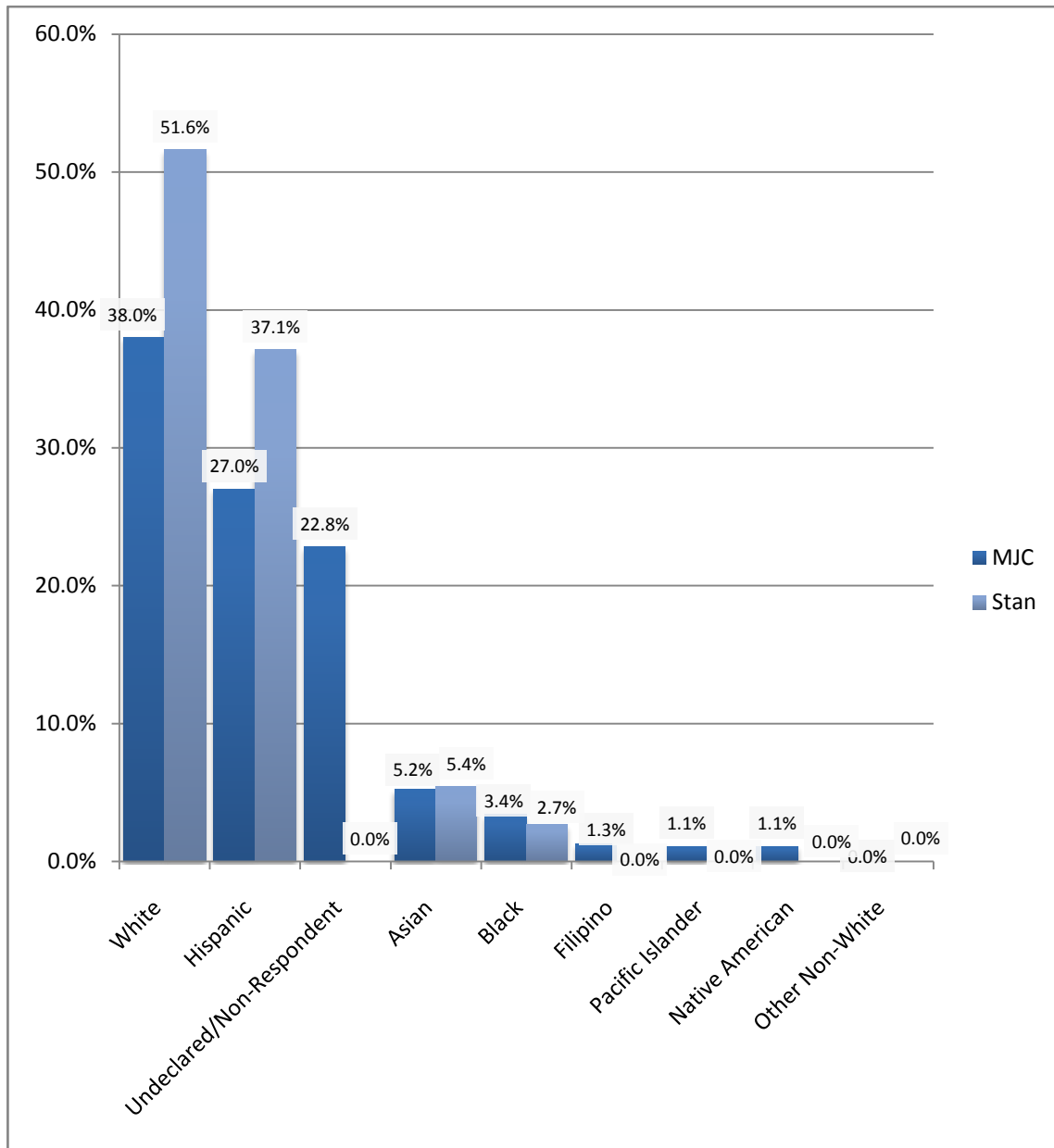


Modesto Junior College Student and Stanislaus County Demographic Distributions Comparison

Using California Community College Chancellor's Office (CCCCO) Data Mart data and California State Department of Finance for Stanislaus County data, we can compare MJC ethnic groups to college-going age (15-60) groups in the county. MJC is underrepresented in both the White and Hispanic student groups, as compared to the adult population of Stanislaus County. The wide disparity in the Undeclared/Non-Respondent category should be noted as it is shown as a "0" for the county. The county also indicates a "0" for Filipinos, whereas the college population in this category is 1.3%.

Most MJC age groups have remained fairly consistent across fall terms with the 20-24 year old group continuing to show a slight decrease while all of the older age groups are increasing. While most of the age groups between 25 to 49 years of age are distributed like those in the California Community College system over the five-year trend, there is a marked difference between state percentages of enrolled students in the 19 or Under, 20-24, and 50 or over groups, compared to those enrolled in MJC.

Figure 5.2 Modesto Junior College Student and Stanislaus County Ethnic Group Distributions Comparison^{20 & 21}



* The Unreported category for MJC includes "Undeclared/Non-respondent" and "Declined to State."

Table 5.1: Modesto Junior College Students and all California Community College Students by Age¹⁷

Age Group	MJC Fall 05	CCC Fall 05	MJC Fall 06	CCC Fall 06	MJC Fall 07	CCC Fall 07	MJC Fall 08	CCC Fall 08
19 or Less	30.7%	24.1%	29.8%	24.5%	31.1%	25.0%	31.4%	25.6%
20 to 24	32.1%	27.8%	32.3%	27.4%	30.0%	27.2%	30.8%	27.5%
25 to 29	11.0%	11.9%	11.3%	11.9%	12.0%	12.1%	12.7%	12.4%
30 to 34	6.7%	7.7%	6.8%	7.5%	6.9%	7.4%	6.8%	7.4%
35 to 39	5.6%	6.3%	5.6%	6.3%	5.8%	6.1%	5.5%	5.9%
40 to 49	8.6%	10.1%	9.0%	9.9%	8.7%	9.6%	7.8%	9.2%
50 +	5.3%	11.7%	5.3%	12.1%	5.4%	12.1%	5.1%	11.8%
Unknown*	0.0%	0.3%	0.0%	0.3%	0.0%	0.4%	0.0%	0.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Aggregated CA CC data reported "Unknown," but MJC did not.

Modesto Junior College Student East and West Campus Attendance

The majority of MJC students (54%) attended classes on the East campus during the Fall 2008 and Spring 2009 Semesters, followed by those who attend classes on both East and West campuses (28%). Student attendance on West campus only was also consistent (17%) during both Fall 2008 and Spring 2009 terms.

Figure 5.3: Fall 2008 MJC Student East and West Campuses Attendance Distributions^{18 & 22}

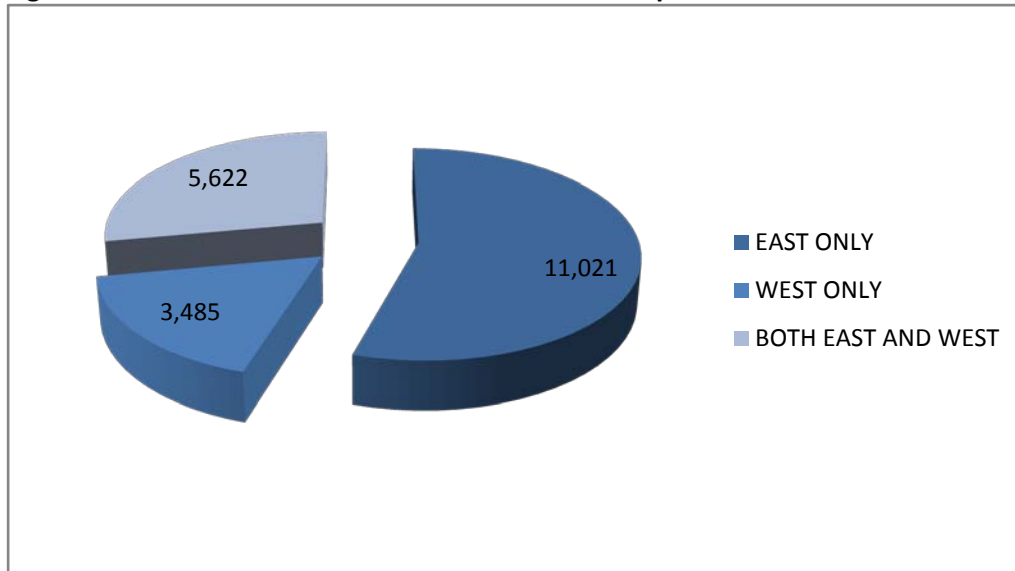
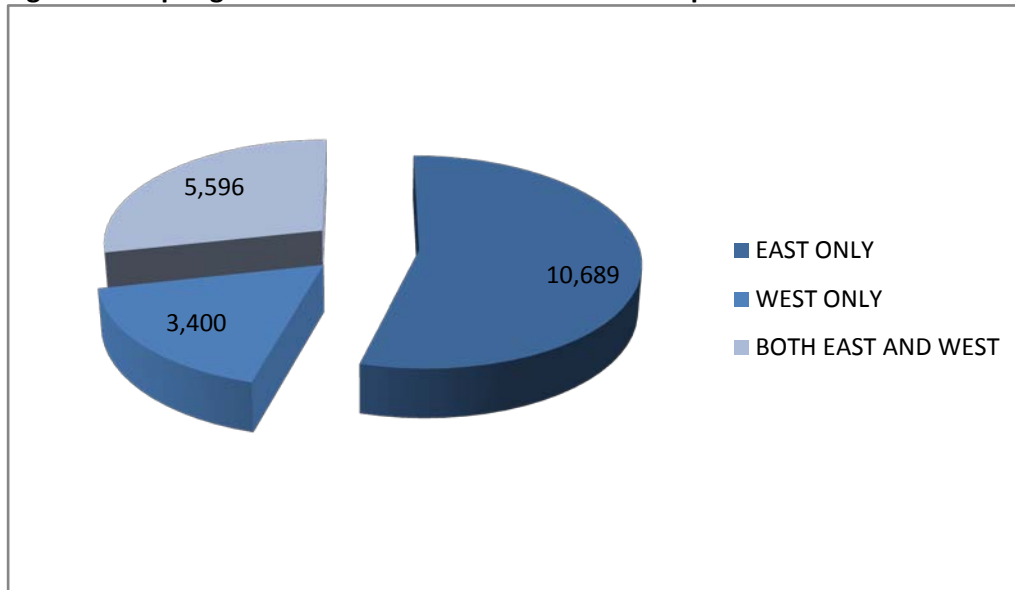


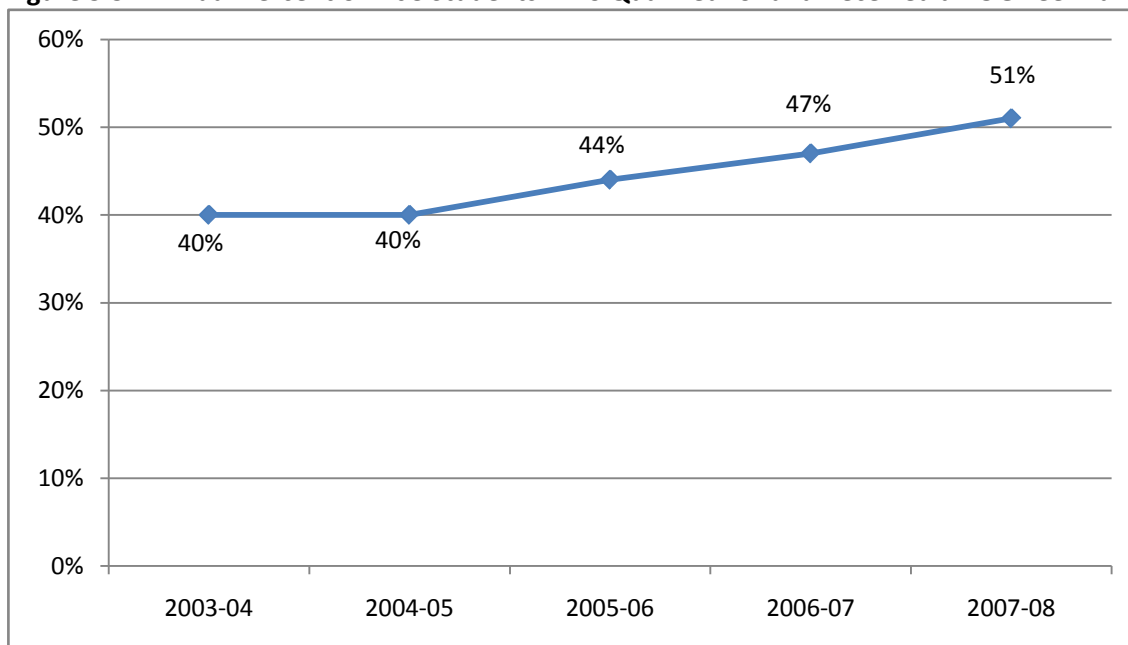
Figure 5.4: Spring 2009 MJC Student East and West Campuses Attendance Distributions^{18 & 22}



Modesto Junior College Students Receiving BOG Fee Waivers

Annually, the California Community College Chancellor’s Office reports the percent of students who qualified for and received at least one Board of Governors’ (BOG) Fee Waiver for an academic year. The percent of MJC student recipients of the BOG waivers has been dramatically increasing each year since the 2004-05 academic year. Fee waivers, though not the only type of financial assistance available for students, are the most common and can be used to indicate the level of financial need for students attending the college.

Figure 5.5: Annual Percent of MJC Students Who Qualified for and Received a BOG Fee Waiver²³



Modesto Junior College Student Enrollment Status

With an increasing overall headcount enrollment, portions of this increased enrollment by enrollment status of students changed sharply, starting in Fall 2007 and continuing in Fall 2008. While “Continuing Students” gradually increased to almost 60 percent, the portion of “Returning Students” increased by 200 percent from Fall 2004 to Fall 2008 to a 30-percent portion. By proportion, “First-Time Students” and “First-Time Transfer Students” correspondingly decreased.

Table 5.2: Modesto Junior College Student Enrollment Status by Term and Year¹⁷

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Continuing Student	53.1%	56.6%	54.8%	58.1%	59.1%
First-Time Student	23.7%	17.2%	12.4%	4.2%	3.6%
First-Time Transfer Student	6.5%	4.1%	3.7%	2.7%	2.9%
Returning Student	10.0%	17.4%	25.0%	29.7%	30.0%
Uncollected/Unreported	3.5%	2.9%	3.0%	3.6%	3.1%
Not Applicable	3.2%	1.8%	1.1%	1.7%	1.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Modesto Junior College FTES in Distance Education

Full-Time Equivalent Student (FTES) enrollment in Internet-based courses has increased by 124.7 percent from Fall 2004 to Fall 2008. FTES in the other forms of Distance Education remained fairly unchanged.

Table 5.3: Modesto Junior College FTES in Distance Education by Term and Year¹⁷

Distance Education FTES	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Internet	411.85	495.4	584.35	792.26	925.58
TV Broadcast / DVD	74.41	69.5	62.78	71.45	79.25
TV Broadcast / Audio		7.74	13.35	9.58	9.02
Total	486.26	572.64	660.48	873.29	1,013.85

Top 25 Course Enrollments by FTES

Well over 1,000 courses are offered at Modesto Junior College each semester. Of all these courses offered, students enrolled in 25 courses, which generated almost 38 percent of the total FTES of the college each semester for the past several semesters. Table 5.4 indicates the top 25 courses by FTES for Fall 2005 to Fall 2008, and Table 5.5 indicates these courses for Spring 2005 to Spring 2008. Most of these courses have remained in the top 25 list during these semesters, but most have changed rankings throughout this time. It is interesting to note that English 50 had generated the most FTES for the last three semesters until Fall 2008 when Health Education 110 and Math 70 generated more FTES.

Table 5.4: Top 25 Course Enrollments by FTES Fall 2005-2008²²

	Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Course	FTES	Course	FTES	Course	FTES	Course	FTES
1	MENGL-50	181.8	MENGL-50	173.4	MENGL-50	187.8	MHE-110	196.0
2	MMATH-70	168.7	MENGL-101	168.0	MHE-110	173.3	MMATH-70	188.1
3	MMATH-90	158.8	MBIO-111	153.7	MBIO-111	173.3	MENGL-50	180.9
4	MENGL-101	157.0	MHE-110	150.3	MENGL-101	161.9	MENGL-101	178.2
5	MPSYCH-101	151.3	MMATH-70	143.6	MMATH-70	157.4	MPSYCH-101	140.5
6	MBIO-111	149.7	MPSYCH-101	142.1	MPSYCH-101	143.0	MBIO-111	132.5
7	MHE-110	131.3	MMATH-90	136.2	MENGL-49	124.3	MMUSIC-110	125.0
8	MMUSIC-110	114.9	MMUSIC-110	119.2	MCMPSC-201	106.3	MENGL-49	123.3
9	MENGL-49	111.8	MENGL-49	109.1	MHIST-102	105.5	MMATH-90	117.2
10	MANAT-125	96.9	MANAT-125	98.3	MMUSIC-110	101.0	MCMPSC-201	108.5
11	MHIST-101	94.3	MHIST-101	95.6	MHIST-101	99.5	MHIST-101	107.8
12	MSPCOM-100	83.7	MSPCOM-100	91.5	MANAT-125	99.2	MHIST-102	105.7
13	MCMPSC-201	82.4	MHIST-102	90.9	MMATH-90	96.1	MSPCOM-100	89.0
14	MCHEM-143	80.7	MCMPSC-201	84.7	MCHEM-143	94.6	MANAT-125	83.6
15	MART-120	79.6	MART-120	78.6	MSPCOM-100	86.7	MPEC-195	81.8
16	MHIST-102	77.4	MLENF-388	69.1	MHUMAN-101	71.6	MCHEM-143	78.7
17	MPSYCH-110	68.2	MHUMAN-101	66.8	MPEC-195	69.8	MART-160	72.9
18	MHUMAN-101	60.6	MCHEM-143	65.8	MART-120	68.9	MART-120	68.9
19	MPHYSO-101	55.4	MNURSE-267	65.5	MPSYCH-110	64.2	MHUMAN-101	68.7
20	MMATH-134	54.7	MPSYCH-110	56.9	MNURSE-267	56.8	MPSYCH-110	68.2
21	MSOCIO-101	54.1	MPEC-195	56.8	MSPAN-101	56.3	MPOLSC-101	61.9
22	MNURSE-267	53.3	MSPAN-101	54.9	MPOLSC-101	54.3	MNURSE-267	58.4
23	MSPAN-101	51.4	MMATH-20	54.6	MSOCIO-101	51.0	MSPAN-101	56.6
24	MART-160	49.0	MART-160	54.3	MPHILO-101	50.5	MSOCIO-101	56.4
25	MSPCOM-102	46.8	MMATH-134	48.0	MMATH-134	48.8	MMATH-20	54.0
	Top 25 FTES Total	2413.8	Top 25 FTES Total	2427.8	Top 25 FTES Total	2502.1	Top 25 FTES Total	2602.9
	College Total	6569.0	College Total	6549.6	College Total	6615.4	College Total	6904.0
	Top 25 FTES as Percent of College Total	36.7%	Top 25 FTES as Percent of College Total	37.1%	Top 25 FTES as Percent of College Total	37.8%	Top 25 FTES as Percent of College Total	37.7%

Table 5.5: Top 25 Course Enrollments by FTES Spring 2005-2008²²

Spring 2005			Spring 2006		Spring 2007		Spring 2008	
	Course	FTES	Course	FTES	Course	FTES	Course	FTES
1	MENGL-50	146.5	MENGL-50	167.8	MENGL-50	160.2	MENGL-50	185.2
2	MMATH-90	145.2	MBIO-111	162.3	MBIO-111	156.9	MENGL-101	149.9
3	MENGL-101	131.7	MMATH-70	150.2	MENGL-101	127.7	MMATH-90	135.5
4	MBIO-111	122.8	MMATH-90	141.1	MMATH-90	122.4	MHE-110	129.4
5	MPSYCH-101	118.5	MENGL-101	135.4	MPSYCH-101	116.6	MPSYCH-101	126.2
6	MMATH-70	117.4	MPSYCH-101	111.5	MMATH-70	113.7	MMATH-70	124.7
7	MANAT-125	112.0	MMUSIC-110	91.2	MHE-110	108.2	MBIO-111	119.6
8	MMUSIC-110	96.0	MHE-110	90.2	MLENF-388	97.4	MCMPSC-201	96.8
9	MLENF-388	89.4	MENGL-49	81.9	MANAT-125	91.5	MHIST-102	96.4
10	MHIST-101	83.5	MANAT-125	80.5	MMUSIC-110	85.1	MENGL-49	91.8
11	MCMPSC-201	82.6	MHIST-102	75.1	MENGL-49	84.0	MANAT-125	83.9
12	MENGL-49	80.3	MHIST-101	74.1	MHIST-102	81.7	MMUSIC-110	81.1
13	MSPCOM-100	77.9	MSPCOM-100	72.6	MCHEM-143	79.4	MHIST-101	78.4
14	MHE-110	77.6	MCMPSC-201	65.0	MCMPSC-201	75.4	MPEC-195	74.0
15	MART-120	76.9	MCHEM-143	61.4	MHIST-101	73.2	MSPCOM-100	72.6
16	MHIST-102	75.1	MART-120	61.0	MSPCOM-100	72.4	MPSYCH-110	72.0
17	MHUMAN-101	64.4	MPSYCH-110	60.7	MART-120	63.5	MHUMAN-101	68.0
18	MPSYCH-110	57.5	MHUMAN-101	60.2	MPEC-195	62.7	MART-120	62.9
19	MENGL-103	57.3	MART-160	56.3	MPSYCH-110	61.6	MART-160	57.3
20	MMATH-134	51.8	MNURSE-267	54.4	MHUMAN-101	61.4	MPHILO-101	52.8
21	MCHEM-143	51.3	MMATH-134	51.0	MMATH-20	60.0	MCMPGR-202	52.3
22	MSPCOM-102	49.2	MENGL-103	46.9	MART-160	57.9	MCHEM-143	51.2
23	MPHILO-101	48.8	MSPCOM-102	46.1	MNURSE-267	54.4	MNURSE-267	50.5
24	MSPAN-101	43.8	MSOCIO-101	44.8	MPHILO-101	50.4	MPOLSC-101	48.1
25	MNURSE-254	43.0	MPHILO-101	43.3	MMATH-134	50.2	MSOCIO-101	47.5
	Top 25 FTES Total	2100.5	Top 25 FTES Total	2084.7	Top 25 FTES Total	2168.2	Top 25 FTES Total	2207.9
	College Total	5950.6	College Total	5995.5	College Total	5986.7	College Total	6229
	Top 25 FTES as Percent of College Total	35.3%	Top 25 FTES as Percent of College Total	34.8%	Top 25 FTES as Percent of College Total	36.2%	Top 25 FTES as Percent of College Total	35.4%

Summary of Modesto Junior College Student Access

- MJC has been experiencing an increasing trend in its unduplicated headcounts with dramatic increases in both Spring 2008 and Fall 2008.
- MJC is somewhat underrepresented in both the White and Hispanic student groups, when compared to the Stanislaus county demographic distribution.
- There is a marked difference between state percentages of enrolled students in the 19 or under, 20-24, and 50 or over groups, compared to those enrolled in MJC.
- MJC Students East-West Campus attendance was consistent across both 2009 terms, with the majority of students attending classes on East Campus.
- The percent of MJC student recipients of the BOG waivers has been dramatically increasing each year since the 2004-05 academic year.
- From Fall 2004 to Fall 2008, MJC “Continuing Students” have gradually increased to almost 60 percent of the total enrollment. “Returning Students” increased by 200 percent to 30-percent of the total enrollment. By proportion, “First-Time Students” and “First-Time Transfer Students” correspondingly decreased.
- Enrollment in Internet-based courses has increased by 124.7 percent from Fall 2004 to Fall 2008. Enrollment in the other forms of Distance Education remained fairly unchanged.
- Of all courses offered at MJC, students enrolled in 25 courses, which generated almost 38 percent of the total FTES of the college each semester for the past several semesters.

Chapter 5. MJC Student Access – ENDNOTES

²⁰CCCCO MIS Data Mart, downloaded 17 August 2009.

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>.

²¹ Department of Finance, downloaded 17 August 2009. <http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/>

²²Yosemite Community College District. Crystal Reports. Research and Planning: Program Review-Course Sections and Student Sections, downloaded June 2009.

²³ CCCCCO MIS Data Mart. BOG FEE WAIVERS, downloaded July 2009.

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>.

Chapter 6. Modesto Junior College Student Success

Modesto Junior College Student Retention and Success Rates²⁴

Student success can be measured in different ways, using different indicators. Two standard indicators are **Retention Rate** (Numerator: Number of enrollments with grade of A,B,C,D,F,CR,NC,I*,P,NP / Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W, I, P,NP,DR) and **Success Rate** (Numerator: Number of enrollments with grade of A,B,C,CR,P / Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W, I, P,NP,DR), as defined by the Chancellor's System Office. Note: The Chancellor's System Office started including the DR (Dropped after 1st Census and before "W" deadline) grade in Summer 2007. The line graphs below include DR grades for all years. So, if anyone were to use data found in the Data Mart, he or she must realize that any drop in either Retention Rate or Success Rate, starting with Summer 2007, is caused by including DR grades from Summer 2007 on.

Figure 6.1: Modesto Junior College Student Retention Rates

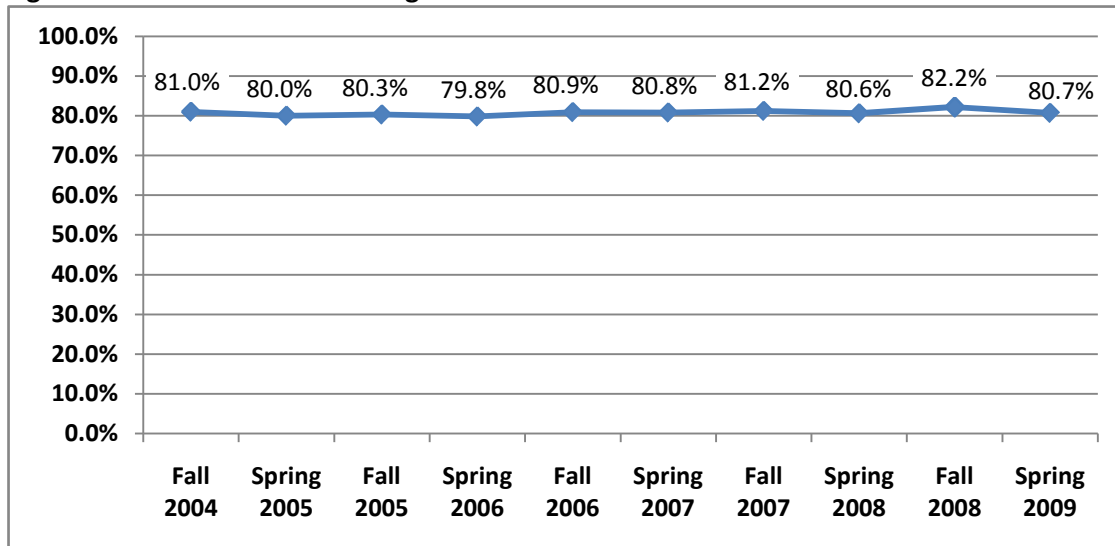
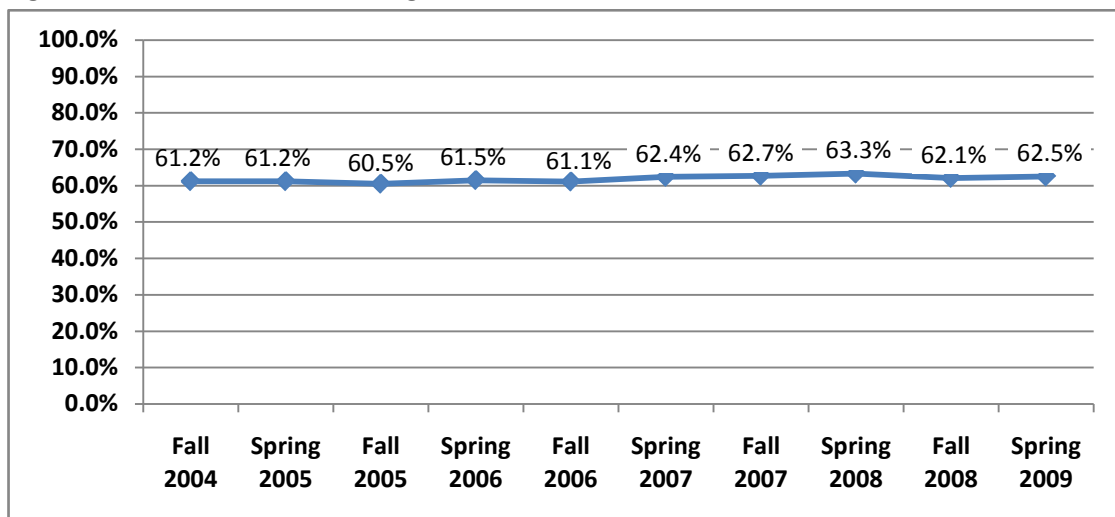


Figure 6.2: Modesto Junior College Student Success Rates



Persistence Rates of First-time Students

Persistence is another measure of student success. Persistence for students is defined here as the percentage of first-time enrolling students who persist to the subsequent term. In this case, new MJC Fall 2008 students who re-enrolled and did not drop before the Census date in Spring 2009.

During the summer of 2008, first-time students were encouraged to attend a “StartSmart” session where they were provided assessment, orientation, guidance and priority registration. The following table compares students who participated in StartSmart sessions with those who signed up for a session but did not attend, and the persistence and retention rates from their initial Fall 2008 term to the following Spring 2009 term. These are then compared to the remaining MJC (Fall 2008 enrolled) student population. Retention Rates for StartSmart attendees in Fall 2008 were 10 percent higher than all other enrolled MJC students. StartSmart attendees’ persistence (and following retention) rates were higher.

Table 6.1: Fall 2008 Persistence to Spring 2009 Retention Rates for MJC Students Who Attended/Did Not Attend a StartSmart Session Compared to All Other MJC Students.²⁵

Student Groups:	StartSmart Session Enrollment	Enrolled Fall 2008		Retention Rate Fall 2008		Persistence Rate Spring 2009		Retention Rate Spring 2009	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Registered and Attended a StartSmart Session	1329	1257	95%	1159	92%	967	83%	930	96%
Registered, but DID NOT Attend a StartSmart Session	219	151	69%	139	92%	110	79%	103	94%
All Other MJC Students	0	19372		15862	82%	12420	78%	11746	95%
Grand Totals	1548	20780		17160	83%	13497	79%	12779	95%

Modesto Junior College Degrees and Certificates Awarded

Another measure of Student Success is by Degrees and/or Certificates awarded. The following table indicates the number of degrees and certificates awarded by academic year. Note: Students may earn more than one degree and/or certificate; therefore, these numbers may represent duplicated students. Also Note: No one should simply divide these numbers by total student enrollment since students have different educational goals/intentions, which may not include being awarded a degree/certificate.

Table 6.2: Modesto Junior College Degrees & Certificates Awarded²⁴

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Associate Degrees	1,241	1,216	1,130	1,266	1,189	1,275
Certificates 30 units to less than 60 Units	49	47	109	121	119	112
Certificates 18 units to less than 30 Units	88	53	33	43	58	62
Certificates 6 units to less than 18 Units	61	74	125	106	213	58
Total	1,439	1,390	1,397	1,536	1,579	1,507

Table 6.3: Modesto Junior College Associate Degrees and Certificates Awarded by Program Type²⁴

Program Type and Award Type	2004-2005	2005-2006	2006-2007	2007-2008	% Change
Agriculture and Natural Resources	78	112	36	62	-20.5%
Associate of Science (A.S.) degree	78	80	35	55	-29.5%
Certificate requiring 30 to fewer than 60 units	0	32	0	4	400.0%
Certificate requiring 6 to fewer than 18 units	0	0	1	3	300.0%
Architecture and Related Technologies	9	13	14	45	400.0%
Associate of Science (A.S.) degree	9	13	12	34	277.8%
Certificate requiring 18 to fewer than 30 units	0	0	2	11	1100.0%
Business and Management	127	158	167	146	15.0%
Associate of Arts (A.A.) degree	71	85	76	74	4.2%
Associate of Science (A.S.) degree	51	63	76	67	31.4%
Certificate requiring 30 to fewer than 60 units	1	0	0	0	-100.0%
Certificate requiring 18 to fewer than 30 units	3	9	11	1	-66.7%
Certificate requiring 6 to fewer than 18 units	1	1	4	4	300.0%
Education	6	6	6	9	50.0%
Associate of Arts (A.A.) degree	6	6	6	9	50.0%
Engineering and Industrial Technologies	47	62	91	76	61.7%
Associate of Arts (A.A.) degree	6	4	3	2	-66.7%
Associate of Science (A.S.) degree	18	29	34	29	61.1%
Certificate requiring 30 to fewer than 60 units	8	13	19	21	162.5%
Certificate requiring 18 to fewer than 30 units	5	7	8	10	100.0%
Certificate requiring 6 to fewer than 18 units	10	9	27	14	40.0%
Family and Consumer Sciences	171	172	273	125	-26.9%
Associate of Arts (A.A.) degree	27	36	33	32	18.5%
Associate of Science (A.S.) degree	34	34	27	34	0.0%
Certificate requiring 30 to fewer than 60 units	4	11	23	5	25.0%
Certificate requiring 18 to fewer than 30 units	24	23	36	33	37.5%
Certificate requiring 6 to fewer than 18 units	82	68	154	21	-74.4%
Fine and Applied Arts	31	44	44	46	48.4%
Associate of Arts (A.A.) degree	18	28	33	36	100.0%
Associate of Science (A.S.) degree	8	10	8	6	-25.0%
Certificate requiring 30 to fewer than 60 units	2	4	2	3	50.0%
Certificate requiring 6 to fewer than 18 units	3	2	1	1	-66.7%

Table 6.3 (continued): Modesto Junior College Associate Degrees and Certificates Awarded by Program Type

Program Type and Award Type	2004-2005	2005-2006	2006-2007	2007-2008	% Change
Foreign Language	1	1	4	6	500.0%
Associate of Arts (A.A.) degree	1	1	4	6	500.0%
Health	219	211	255	258	17.8%
Associate of Science (A.S.) degree	133	161	188	187	40.6%
Certificate requiring 30 to fewer than 60 units	86	50	67	71	-17.4%
Humanities (Letters)	18	15	23	16	-11.1%
Associate of Arts (A.A.) degree	10	11	18	15	50.0%
Certificate requiring 6 to fewer than 18 units	8	4	5	1	-87.5%
Information Technology	26	32	24	19	-26.9%
Associate of Arts (A.A.) degree	8	7	1	5	-37.5%
Associate of Science (A.S.) degree	4	10	6	6	50.0%
Certificate requiring 6 to fewer than 18 units	14	15	17	8	-42.9%
Interdisciplinary Studies	426	436	408	458	7.5%
Associate of Arts (A.A.) degree	426	436	408	458	7.5%
Media and Communications	8	11	8	11	37.5%
Associate of Arts (A.A.) degree	7	8	6	6	-14.3%
Certificate requiring 30 to fewer than 60 units	0	0	0	0	0.0%
Certificate requiring 6 to fewer than 18 units	1	3	2	5	400.0%
Physical Sciences	11	10	5	3	-72.7%
Associate of Science (A.S.) degree	11	10	5	3	-72.7%
Public and Protective Services	99	120	110	102	3.0%
Associate of Arts (A.A.) degree	44	58	51	52	18.2%
Associate of Science (A.S.) degree	40	44	48	35	-12.5%
Certificate requiring 30 to fewer than 60 units	8	11	8	8	0.0%
Certificate requiring 18 to fewer than 30 units	1	4	1	7	600.0%
Certificate requiring 6 to fewer than 18 units	6	3	2	0	-100.0%
Social Sciences	120	133	111	125	4.2%
Associate of Arts (A.A.) degree	120	132	111	124	3.3%
Certificate requiring 6 to fewer than 18 units	0	1	0	1	100.0%
Grand Total	1,397	1,536	1,579	1,507	7.9%

Modesto Junior College Students Transferring to Universities

Yet another measure of student success involves students wanting to transfer to universities. The number of Modesto Junior College students who sought to transfer to one of the campuses of California State University or one of the campuses of University of California in 2007-2008 declined from the number in 2006-2007, yet the number transferring to the UC campuses increased slightly (see Figure 6.3). Figure 6.4 shows the ethnicity of MJC students who transferred to the CSUs. The numbers of MJC students who sought to transfer to private universities in California or out of state in 2007-2008 also increased from the numbers 2006-2007 (see Figure 6.5).

Figure 6.3: Modesto Junior College Students Transferring to CSU/UC²⁶

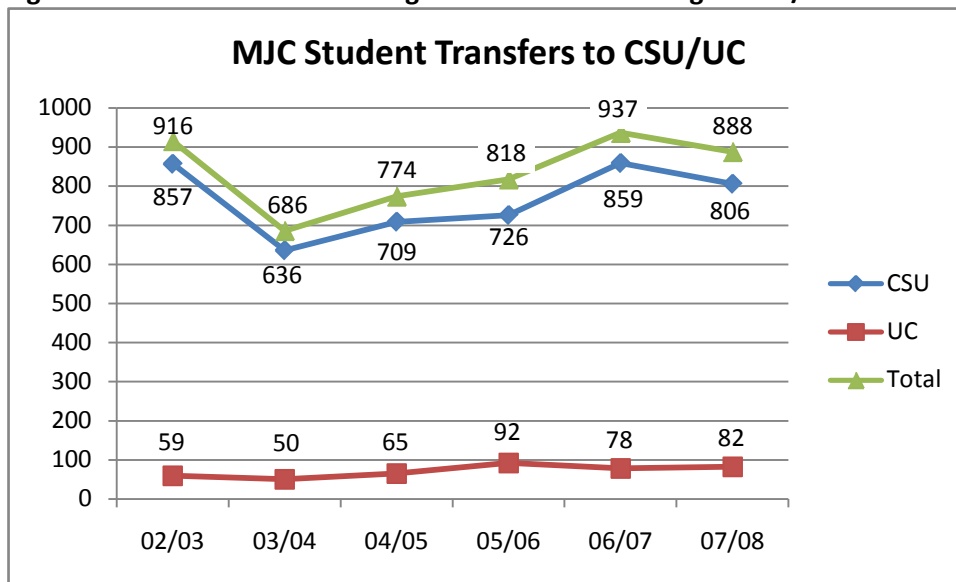


Figure 6.4: Modesto Junior College Students Who Transferred to CSU 2007-2008 by Ethnicity²⁷

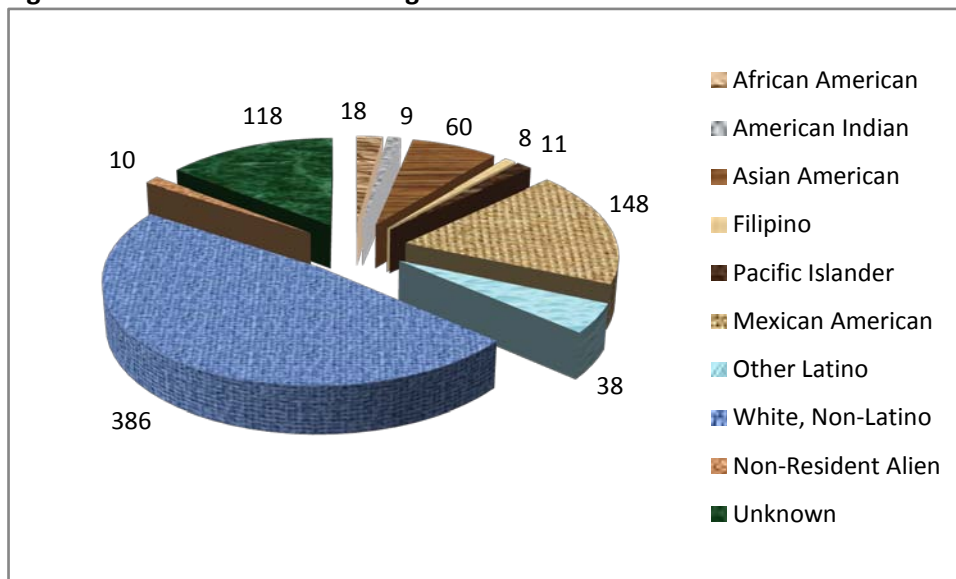


Table 6.5: Modesto Junior College Students Who Transferred to Public and Private Universities²⁸

Transfers to	2005-2006	2006-2007
California Public Universities	818	937
California Private Universities	277	344
Out of State Universities	121	137
Total Transfers	1,216	1,418

Summary of Modesto Junior College Student Success

- MJC Retention Rates, during Fall and Spring Semesters from 2004 to 2009, have remained at a fairly consistent 81 percent average level. Success Rates for the same time period have consistently averaged 62 percent.
- Retention Rates for students who attended StartSmart sessions in Fall 2008 were almost 10 percent higher than the college's Retention Rate. StartSmart attendees' Persistence Rate and following semester's Retention Rate were higher than the college's rates.
- The number of associate degrees awarded in 2007-2008 increased, but the number of certificates having 6-17 units decreased dramatically.
- The numbers of awards by program type have experienced great increases and decreases from 2004-2005 to 2007-2008, with the largest increases in architecture and related technologies, engineering and industrial technologies, and fine and applied arts and with the largest declines in family and consumer sciences, information technology, and agriculture and natural resources.
- The number of MJC students transferring to the CSUs in 2007-2008 declined for the first time since 2002-2003 while the number transferring to the UCs increased slightly.
- The number of MJC students transferring to Public and Private Universities, both in state and out of state, in 2006-2007 increased from 2005-2006.

Chapter 6. Modesto Junior College Student Success - ENDNOTES

²⁴California Community Colleges Chancellor's Office, Data Mart.

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

²⁵StartSmart Pdf's from Welcome Center July 2009 and YCCD Crystal Reports-Program Review Student Sections 30 July 2009.

²⁶California State University Analytic Studies. <http://www.calstate.edu/as/CCCT/2007-08/index.shtml>

²⁷California Postsecondary Education Commission. <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>

²⁸California Community Colleges Chancellor's Office, Reports.

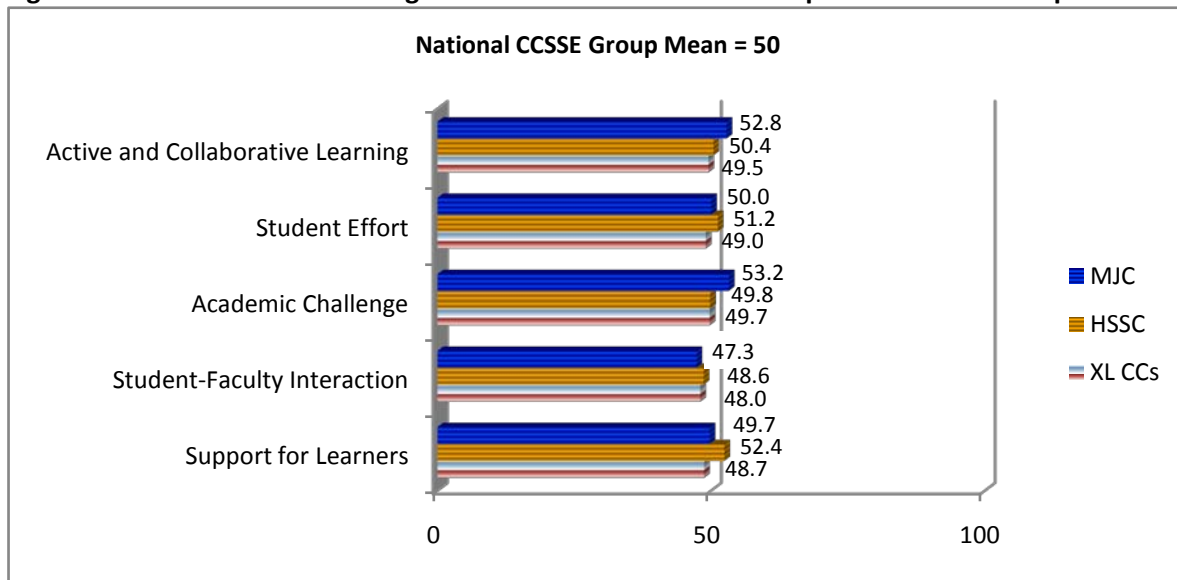
http://www.cccco.edu/Portals/4/TRIS/research/reports/isp_oos_report_2006-07.pdf

Chapter 7. Modesto Junior College Student Engagement and Satisfaction

According to the research by Astin, Pascarella and Terenzini, Tinto, and others, student engagement and student satisfaction are key indicators of student success. Modesto Junior College has conducted the national Community College Survey of Student Engagement (CCSSE) twice (Spring 2006 and Spring 2009) in order to measure engagement and satisfaction of its students. As part of the Hispanic Student Success Consortium (HSSC), MJC is able to compare its student group responses to the HSSC group responses. Also, as an “Extra Large” college, MJC is able to compare its student group’s responses to the Extra Large Colleges (XL CCs) group responses. In addition, in Spring 2009, the Community College Faculty Survey of Student Engagement (CCFSSE) was conducted so that added comparisons could be analyzed to help improve student success. The CCSSE contains questions that frame five benchmark areas that have been identified as important to measuring student success: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. A complete report is available from the MJC Research and Planning Office.²⁴ Only highlights are presented here.

CCSSE Key Indicators (Benchmarks) of Student Engagement²⁹

Figure 7.1: Modesto Junior College CCSSE Benchmark Scores Compared to Other Groups



Specific CCSSE Statements That Have Statistically Different Mean Average Responses²⁹

Six statements in the CCSSE resulted in statistically significant differences in responses from the responding groups of students. (CCSSE Research Staff used a two-tailed t-test and effect size to determine statistical significance.) In Table 7.1 below, **bolded mean averages** indicate that they are statistically significant, and the arrows indicate whether that mean average was above (↑) or below (↓) the MJC group’s mean average. Some of the responses of the other three groups (HSSC, XL CCs, and CCSSE) to Statements 4.f., 4.s., 6.c., and 10.a. were significantly below the MJC group’s response. All of the other groups responses to Statement 10.b. were significantly above the MJC group’s response, and the HSSC group’s response to Statement 10.d. was significantly above the MJC group’s response.

Table 7.1: CCSSE Responses That Have Statistically Significant Differences*

Statement	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means
4.f. Worked with other students on projects during class	2.67	2.52	2.46↓	2.47↓	Qs 4.f and 4.s 1=Never 2=Sometimes 3=Often 4=Very Often
4.s. Had serious conversations with students of a different race or ethnicity than your own	2.61	2.47	2.47	2.38↓	
6.c. Number of written papers or reports of any length	2.96	2.75↓	2.81	2.83	Q 6.c. 1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
10.a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.08	1.84↓	1.89	1.92	Qs 10.a., b., and d. 0=None 1=1-5 hrs./wk. 2=6-10 hrs./wk. 3=11-20 hrs./wk. 4=21-30 hrs./wk. 5=More than 30 hrs./wk.
10.b. Working for pay	2.55	3.03↑	3.17↑	3.08↑	
10.d. Providing care for dependents living with you (parents, children, spouse, etc.)	1.40	1.82↑	1.56	1.78	

*Items listed are significant at $p < .001$ with an effect size greater than or equal to .2.

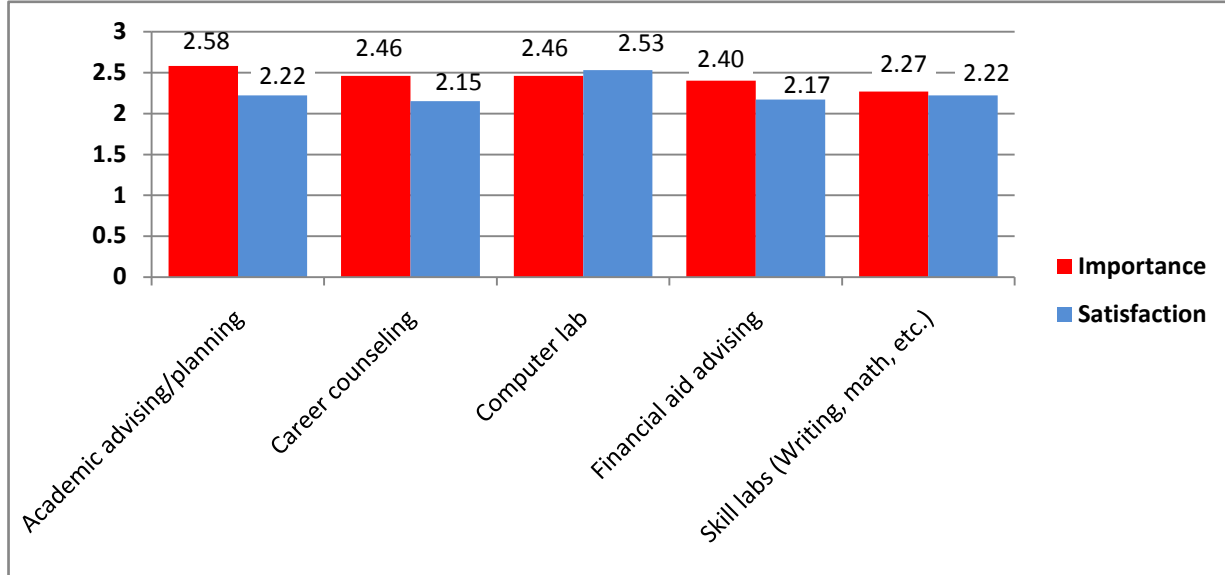
Student Services Frequency of Use, Importance, and Satisfaction

Students rated 11 student services areas by “Frequency of Use,” “Importance,” and “Satisfaction”. Using a quadrant analysis of Importance and Satisfaction, we can see in the first quadrant students who indicated that a service was “Highly Important” to them as well as the service worked well for them (“High Satisfaction”). In the second quadrant, we can see students who indicated that a service was “Highly Important” to them, but they indicated lower satisfaction with the largest gaps between Importance and Satisfaction. The same groups as in Table 7.1 are included in Table 7.2, as well as the indication of statistical significance of differences of mean average responses.

Table 7.2: CCSSE Responses to Frequency of Use, Importance, and Satisfaction of Student Services²⁹

Frequency of Use	MJC Group Means	HSSC Group Means	XL CCs Group Means	CCSSE Group Means	Key for Means 0=Don't know/NA 1=Rarely/never 2=Sometimes 3=Often
Academic advising/planning	1.73	1.73	1.71	1.76	
Career counseling	1.54	1.51	1.45	1.43	
Job placement assistance	1.23	1.25	1.22	1.24	
Peer or other tutoring	1.41	1.56↑	1.46	1.46	
Skill labs (Writing, math, etc.)	1.55	1.82↑	1.69	1.71↑	
Child care	1.14	1.18	1.14	1.18	
Financial aid advising	1.67	1.81	1.73	1.81	
Computer lab	2.10	2.13	2.05	2.10	
Student organizations	1.31	1.39	1.31	1.35	
Transfer credit assistance	1.50	1.52	1.52	1.54	
Services to students with disabilities	1.21	1.30	1.27	1.29	
Importance	MJC Group	HSSC Group	XL CCs Group	CCSSE Group	Key for Means 1=Not at all 2=Somewhat 3=Very
Academic advising/planning	2.58	2.56	2.51	2.52	
Career counseling	2.46	2.44	2.33	2.29↓	
Job placement assistance	2.02	2.07	2.02	2.04	
Peer or other tutoring	2.12	2.23	2.11	2.10	
Skill labs (Writing, math, etc.)	2.27	2.32	2.21	2.19	
Child care	1.75	1.78	1.71	1.73	
Financial aid advising	2.40	2.42	2.34	2.40	
Computer lab	2.46	2.49	2.41	2.44	
Student organizations	1.82	1.90	1.83	1.83	
Transfer credit assistance	2.25	2.27	2.27	2.24	
Services to students with disabilities	1.99	2.07	2.02	2.03	
Satisfaction	MJC Group	HSSC Group	XL CCs Group	CCSSE Group	Key for Means 0=NA 1=Not at all 2=Somewhat 3=Very
Academic advising/planning	2.22	2.17	2.15	2.23	
Career counseling	2.15	2.08	2.04	2.06	
Job placement assistance	1.85	1.83	1.78	1.83	
Peer or other tutoring	2.07	2.21↑	2.14	2.16	
Skill labs (Writing, math, etc.)	2.22	2.33	2.26	2.26	
Child care	1.81	1.78	1.73	1.77	
Financial aid advising	2.17	2.16	2.11	2.20	
Computer lab	2.53	2.52	2.47	2.49	
Student organizations	2.01	1.98	1.93	1.98	
Transfer credit assistance	2.09	2.03	2.05	2.07	
Services to students with disabilities	1.96	2.01	1.98	2.02	

Figure 7.2: Comparison of Modesto Junior College High Importance and High and Low Satisfaction with the Smallest and Largest Gaps²⁹



Comparison of Faculty and Student Responses to Academic Challenge Benchmark Questions

Along with surveying MJC students, MJC Faculty were also surveyed in Spring 2009, using the Community College Faculty Survey of Student Engagement (CCFSSE). MJC Faculty Response Rate was an outstanding 45.7 percent, compared to the national CCFSSE average response rate of 35.0 percent. One of the five Benchmarks, Academic Challenge, is included here for comparing responses of the faculty to responses of MJC students. Questions from this benchmark are taken from the faculty perspective of asking the faculty about students, as opposed to questions posed directly to the students. Though the scales of responses vary by question, it is possible to roughly divide the responses into two halves, one indicating not very high activity, and the other indicating a higher activity level.

The faculty responses to the questions concerning course activities (such as analyzing, synthesizing, using information to work on a new skill) were higher than student responses. Faculty responses to the question pertaining to number of papers written indicated fewer papers assigned than students indicated. Faculty responses to the question of exams, etc., challenging students to do their best were skewed toward the Extremely Challenging end of the response range while student responses were not as skewed.

Table 7.3: CCFSE Faculty and Student Responses to Academic Challenge Benchmark Questions²⁹

Benchmark: Academic Challenge		PT Faculty	FT Faculty	All Faculty	All Students
		Percent	Percent	Percent	Percent
Questions from Faculty Perspective					
How often do students in your selected course section work harder than they thought they could to meet your standards or expectations	Don't Know	10%	7%	9%	0%
	Never	2%	1%	1%	11%
	Sometimes	29%	19%	24%	40%
	Often	40%	46%	43%	34%
	Very Often	19%	27%	23%	15%
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory	Very Little	3%	6%	4%	4%
	Some	23%	12%	17%	26%
	Quite a bit	40%	34%	37%	43%
	Very Much	34%	48%	41%	27%
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways	Very Little	5%	2%	3%	4%
	Some	27%	9%	17%	31%
	Quite a bit	25%	38%	32%	40%
	Very Much	44%	50%	47%	25%
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods	Very Little	9%	7%	8%	12%
	Some	24%	21%	22%	31%
	Quite a bit	33%	27%	30%	35%
	Very Much	34%	45%	40%	22%
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations	Very Little	12%	5%	8%	7%
	Some	22%	15%	18%	36%
	Quite a bit	29%	36%	33%	37%
	Very Much	36%	44%	41%	20%
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill	Very Little	12%	4%	8%	7%
	Some	23%	19%	21%	26%
	Quite a bit	23%	33%	28%	40%
	Very Much	42%	44%	43%	28%
In your selected course section, what is the number of assigned textbooks, manuals, books, or book-length packs of course readings that your students read	None	12%	7%	9%	2%
	1	49%	38%	43%	42%
	2-3	29%	38%	34%	32%
	4-6	4%	12%	8%	14%
	More than 6	7%	5%	6%	10%
In your selected course section, what is the number of written papers or reports of any length that your students write	None	24%	17%	20%	6%
	1	13%	12%	13%	32%
	2 to 3	16%	25%	21%	31%
	4 to 6	20%	19%	19%	19%
	More than 6	27%	27%	27%	11%

Table 7.3 (continued): CCFSSSE Faculty and Student Responses to Academic Challenge Benchmark Questions²⁹

Benchmark: Academic Challenge		PT Faculty	FT Faculty	All Faculty	Students
Questions from Faculty Perspective		Percent	Percent	Percent	Percent
Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	1%	1%	1%	1%
	(2)	1%	0%	0%	2%
	(3)	5%	1%	3%	6%
	(4)	13%	10%	11%	23%
	(5)	28%	31%	30%	35%
	(6)	43%	45%	44%	24%
	Extremely Challenging (7)	8%	13%	11%	10%
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	1%	5%	3%	4%
	Some	26%	28%	27%	20%
	Quite a bit	52%	43%	47%	42%
	Very Much	21%	24%	23%	34%

(All Faculty n=233, PT Faculty n=110, FT Faculty n=123, All MJC Students n=982)

Chapter 7. Modesto Junior College Student Engagement and Satisfaction – ENDNOTES

²⁹Analysis of the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement 2009, Executive Summary.

Chapter 8. Accountability Reporting for the Community Colleges (ARCC)

Excerpts from the Executive Summary of the ARCC 2009 Report³⁰

Introduction

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system that contained performance indicators for the system and its colleges. As per legislative intent, the CCCCCO collaborated with the system's colleges and advisory structure, a panel of national experts, the Legislative Analyst's Office, the Department of Finance, and the Secretary of Education to formulate this comprehensive system that has become known as "ARCC" (Accountability Reporting for the Community Colleges). In recognizing that the initial report in 2007 required the CCCCCO to test innovative ideas about performance measurement and to use a massive state database, the CCCCCO completed the 2007 ARCC report as a pilot report for the Legislature. The 2009 ARCC report builds upon the prior reports through various improvements in data quality, a new year of data, and the piloting of a new performance indicator for noncredit coursework.

System-wide Performance

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

- Community college students who earned a vocational degree or certificate in 2002-2003 year saw their wages jump from \$28,087 (for the last year before receipt of the award) to \$55,828 three years after earning their degree (2006), an increase of 98.6%.
- A large number of Californians access and use the CCC system; participation rates are high, with 75 out of every 1,000 people in the state enrolled in a CCC in 2007-2008.
- The system enrolls more than one-fourth of all 20- to 24-year olds in California, with participation rates of 272.6 per 1,000 for 2007-2008.
- In 2007-2008, the system transferred 106,666 students to four-year institutions (public, private, in-state, and out-of-state). The California State University (CSU) system continues as the most frequent transfer destination for community college students with the enrollment of 54,971 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 during 2007-2008 to in-state-private institutions and all out-of-state institutions account for 23,322 and 13,755 transfers, respectively.
- In 2007-2008, the system contributed to the state's critical health care labor force, as more than 8,200 students earned degrees or certificates in nursing.
- The system's contribution in 2007-2008 to the state's workforce included more than 63,468 associate degrees and certificates in vocational/occupational areas.

College-Level Performance

The bulk of the ARCC report covers each college's performance on eight critical indicators. The table below lists the seven indicators for which ARCC has complete data. These numbers are percentages of success among target populations that the colleges and the CCCCO jointly defined. As a quick snapshot of how the system has done on these indicators, this table displays the figures for the year in which the most recent data are available. If a person needs to analyze the performance of a specific community college, he/she should refer to the individual college rates that appear in the section for "College Level Indicators" rather than to these system-wide rates.

Table 8.1: ARCC State-wide Performance Rates³⁰

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2002-03 to 2007-08)	51.8%
2. Completed 30 or More Units (2002-03 to 2007-08)	71.2%
3. Fall to Fall Persistence (Fall 2006 to Fall 2007)	69.2%
4. Successful Credit Vocational Course Completion (2007-08)	77.7%
5. Successful Credit Basic Skills Course Completion (2007-08)	60.5%
6. ESL Course Improvement (2005-06 to 2007-08)	51.2%
7. Basic Skills Course Improvement (2005-06 to 2007-08)	50.1%

Because the ARCC indicators have unique definitions, we cannot compare these indicators to those generated for other states or by other studies of the California Community Colleges. The evaluation of individual college performance requires the use of the extensive tabulations that we cover next.

Each of the community colleges covered in this report has six pages of information to facilitate and stimulate discussions about college performance within each community. In these six pages per college, the report shows (1) the three-year trend for each of the seven indicators; (2) the college profile (i.e., its enrollment demographics); (3) a comparison of its performance with a peer group (i.e., colleges that have similar environments that affect an indicator); and (4) a self-assessment by each college. Together, this information provides readers with a fair and comprehensive picture of the achievements at any community college—a picture that simple scorecards or rankings would fail to present.

The ensemble of information in the six pages must act jointly as the inputs for any evaluation of a college's performance. Each piece of information contributes something to an evaluation of performance. For example, the year-to-year information alerts us to any trends that may be occurring at a college. The peer grouping information gives us a useful base of comparison (across equally advantaged institutions) for the most recent time period. The college's self-assessment substantially enhances both the year-to-year information and the peer group information by identifying the unique factors of a college that affect its performance. The college demographic profile, in turn, supplies a unique snapshot of the college's service population, information that local officials can use to evaluate community access and the overall enrollment picture.

These six pages for each college deliver the essence of the ARCC's objective for local accountability. Ideally, each college's local governing board and local community will use this package of information for data-based policy discussions. This strategy will benefit communities throughout the state because it equips them with data to address their local priorities. To ensure that this process occurs in each

community, the legislation for ARCC requires each college to submit to the CCCCC by March 15, 2010, documentation of interaction by each local board of trustees with the 2009 ARCC report.

Conclusion

This third year of the ARCC effort improves the annual report that provides the State Legislature and the Governor's Office an ongoing, cost-effective structure for performance improvement that respects and promotes local decision-making. All of the state's community colleges have already shared the 2008 report with their own local board of trustees, as required by law, and many college administrations have subsequently begun analyses to leverage the data and findings in the ARCC project. With this second report, the ARCC project continues to further the state's mission in higher education by enabling and prompting college efforts to promote student success.

Excerpts from the Introduction of the ARCC 2009 Report³⁰

The best use of this report will require the integration of information from various parts of the report. Judgments about the performance of any particular college should especially pay attention to the sections on year-to-year performance, peer group comparison, enrollment demographics, and the college self-assessment. A focus upon only one of these pieces of information will probably provide an incomplete evaluation of college performance, and this may lead one to make unfair judgments about an institution. Consequently, we hope that users of this report maintain this multi-dimensional viewpoint (from the different report sections) as they draw their conclusions or as they communicate about the report to other people.

The 2009 report will contain numerous data changes for past data as well as new data for the most recent academic year. For this reason, analysts should rely primarily upon the 2009 report instead of data from prior ARCC reports. [emphasis added] The Chancellor's Office MIS (Management Information System) unit has continued to implement various data improvements that are virtually impossible to complete within a narrow time frame.

Recognizing how important it is to have accurate data, the Chancellor's Office MIS unit offered college districts the opportunity to review and correct their historical course data. In October of 2006, this unit launched a statewide project to clean-up course data that had been reported to the COMIS (Chancellor's Office MIS) system over the years. In conjunction with the clean-up project, much more stringent data quality requirements were implemented especially for basic skills courses. The official course clean-up project concluded in October 2007, but the review and correction process is ongoing. The MIS unit installed a course master file process that allows the colleges to correct their course data whenever they discover a problem. TOP code (CB03), Basic skills status (CB08), and Prior to College Level (CB21) are three COMIS data elements critical to Basic Skills courses. These three data elements are continually being reviewed and corrected by the colleges. As a result of these efforts, data for a performance indicator in the 2009 ARCC report will differ from the figures for the corresponding indicator that appeared in the 2008 ARCC Report.

Additional information about ARCC is available at the following website:

<http://www.cccco.edu/OurAgency/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

If you have any questions or comments about the report, please e-mail them to: arcc@ccco.edu.

Student Progress and Achievement: Degree/Certificate/Transfer

The first three college-level performance indicators of first-time student success involves the following: (1) Student Progress and Achievement Rate, (2) Students Who Earned at Least 30 Units, and (3) Persistence Rate. *Student Progress and Achievement Rate* is defined as first-time students who indicated intent to complete and who achieved any of the following outcomes within 6 years:

- (a) Transferred to a 4-year college
- (b) Earned an AA/AS degree
- (c) Earned a Certificate (18 units or more)
- (d) Achieved “Transfer Directed” status (successfully completed both transfer-level Math and English courses)
- (e) Achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

Students Who Earned at Least 30 Units is defined as first-time students who earned at least 30 units in the California Community College System. *Persistence Rate* is defined as first-time students who earned a minimum of 6 units in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the California Community College System.

Table 8.2: Modesto Junior College Student Progress and Achievement: Degree/Certificate/Transfer

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	47.6%	45.0%	44.5%
	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Students Who Earned at Least 30 Units	73.3%	71.6%	72.3%
	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2007 to Fall 2008
Persistence Rate	72.3%	69.2%	71.8%

Successful Vocational Course Completion

The following college-level performance indicator involves MJC students who enrolled in credit courses identified as vocational, occupational, or workforce development, excluding “special admit” K-12 students. “Successful Vocational Course Completion” is defined as receiving a grade of A, B, C, or Credit/Pass.

Table 8.3: Modesto Junior College Successful Vocational Course Completion

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.9%	73.2%	72.7%

Successful Basic Skills Course Completion

The next college-level performance indicator involves MJC students who enrolled in credit basic skills courses, excluding “special admit” K-12 students. “Successful Basic Skills Course Completion” is defined as receiving a grade of A, B, C, or Credit/Pass.

Table 8.4: Modesto Junior College Basic Skills Success Rates

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	58.2%	53.8%	57.6%

ESL Course Improvement

The following college-level performance indicator consists of MJC students (excluding “special admit” K-12 students) who enrolled in a credit ESL course who successfully completed that initial course. Only students starting at two or more levels below college-/transfer-level courses were included. Successful completion is defined as receiving a grade of A, B, C, or Credit/Pass. Students who successfully completed their initial ESL course were tracked across a three-year period, beginning with the initial course. Improvement was determined by students who successfully completed a higher-level ESL course or college-/transfer-level course during that three-year period.

Table 8.5: Modesto Junior College ESL Course Improvement

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	51.2%	48.8%	43.2%

Basic Skills Course Improvement

This college-level performance indicator consists of MJC students who enrolled in a credit basic skills English or Math course who successfully completed that initial course, excluding “special admit K-12 students. Only students starting two or more levels below college-/transfer-level courses were included. Successful completion is defined as receiving a grade of A, B, C, or Credit/Pass. Students who successfully completed their initial basic skills course were tracked across a three-year period, beginning with the initial course. Improvement was determined by students who successfully completed a higher-level basic skills course or college-/transfer-level course during that three-year period.

Table 8.6: Modesto Junior College Basic Skills Course Improvement

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
Basic Skills Improvement Rate	52.9%	56.5%	52.9%

Career Development and College Preparation (CDCP) Progress and Achievement³⁰

The eighth college-level indicator is new. This indicator involves first-time MJC students who completed at least eight attendance hours in one or more Career Development and College Preparation (CDCP) courses but did not enroll in any credit course during their first semester/term and who achieved any of the following outcomes within three years of starting:

- (1) successfully completed at least one degree-applicable credit course (excluding PE)
- (2) earned a CDCP certificate (data not available as of January 2009)
- (3) achieved “Transfer Directed” status (successfully completed both transfer-level Math and English courses)
- (4) achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)
- (5) earned an associate degree (AA/AS) and/or Credit Certificate
- (6) transferred to a 4-year institution

Table 8.7: Modesto Junior College CDCP Progress and Achievement Rate

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	9.6%	4.5%	6.2%

Peer Group Comparisons of College-Level Indicators³⁰

As a means of evaluating the college’s performance using these college-level indicators, MJC can compare its rate for each college-level indicator with its peer group for each indicator. As explained in the excerpts from the ARCC 2009 report Executive Summary and Introduction above, peer groups were established after identifying similar environments and predictive factors for each indicator. (As shown in the far right column in Figure 8.7, there is a different peer group number for each indicator.)

Table 8.8: Comparison of Modesto Junior College and Peer Group College-Level Indicators

	College-Level Indicator	MJC Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement	44.5%	47.7%	41.4%	55.6%	A1
B	Percent of Students Who Earned at Least 30 Units	72.3%	71.1%	63.2%	78.4%	B2
C	Persistence Rate	71.8%	69.3%	53.8%	80.6%	C3
D	Successful Vocational Course Completion	72.7%	74.5%	67.0%	85.4%	D2
E	Successful Basic Skills Course Completion	57.6%	59.1%	48.6%	65.7%	E5
F	ESL Course Improvement Rate	43.2%	58.4%	33.1%	79.2%	F2
G	Basic Skills Course Improvement Rate	52.9%	52.6%	36.5%	62.0%	G5

The following paragraph is the MJC Self-Assessment that concludes MJC's report in the 835-page 2009 ARCC report. Each college is limited to a 500-word paragraph in completing its self-assessment.

During the 2008-2009 academic year, Modesto Junior College has undergone a paradigm shift in terms of developing integrated planning and data-driven decision making strategies, linking planning and resource allocation. Three of the ten "MJC Strategic Plan 2008-2013" goals were prioritized for the year, involving tying program review to resource allocation decisions, creating a culture of evidence and measurable improvements, and expanding and enhancing the learning environment and delivery options for students. The ARCC data indicators have been used in relation to these goals' measurable improvements. Since the CCCCO has recalculated the community colleges' previous years' data again, MJC focused on comparing its most recent cohort's data (2002-2003 to 2007-2008) with the data from the various peer groups indicated in MJC's Table 1.11 in the ARCC report. According to the data in this table, MJC's rate is very comparable to rates of its peer groups relative to the following indicators: Student Progress and Achievement Rate, Percent of Students Who Earned at Least 30 Units, Persistence Rate, Annual Successful Course Completion Rate for Credit Vocational Courses, Annual Successful Course Completion Rate for Credit Basic Skills Courses, and Improvement Rate for Credit Basic Skills Courses. The one indicator in which MJC lags noticeably behind is the Improvement Rate for Credit ESL Courses. MJC has begun several initiatives to improve the Credit ESL Improvement Rate. The ESL faculty has initiated several research projects through on-going program review, including student needs assessment surveys, identification of clusters of Career Technical Education students whose primary language is not English, and working with CTE faculty to create, implement, and assess intervention strategies to improve ESL students' success. MJC has also redirected the new Director of Basic Skills to identify areas for improvement related to basic skills offerings and curricula. The Director of Basic Skills is also working with the Research and Planning Office to study the effects of the added common final for a pivotal basic skills English course that then leads to college level English courses. In addition, the Enrollment Planning and Management Work Group has developed objectives and strategies that tie into the Strategic Plan Goals, including improving basic skills rates. Moreover, the Student Equity Plan Work Group, a sub-group of the Student Success Committee, has been working to complete the college's new Student Equity Plan, which has identified additional strategies to increase access and success of students. The implementation of these objectives and strategies will take time, as will the wait for the current cohort (2008-2009) to be measured in the ARCC data, as seen in Table 1.5.

Chapter 8. Accountability Reporting for the Community Colleges (ARCC) – ENDNOTES

³⁰Accountability Reporting for the Community Colleges (ARCC): A Report to the Legislature, Pursuant to A.B. 1417, 2009.

<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

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Glossary

ARCC – Accountability Reporting for the Community Colleges: A.B. 1417, state-mandated report from all California Community Colleges in spring of each year

BOG – Board of Governors: legislated California Community College System governing structure

CCCCO – California Community College Chancellor’s Office, responsible for all reporting to the state legislature, including all data from the 110 community colleges in the state

CCSSE – Community College Survey of Student Engagement: national survey (derived from the National Survey of Student Engagement [NSSE] that was originally created for four-year colleges/universities) that measures benchmarks and activities demonstrating student engagement and satisfaction with the community college being attended

CCFSSE – Community College Faculty Survey of Student Engagement: Faculty version of the CCSSE

CDCP – Career Development and College Preparation: a Performance Indicator in the ARCC Report

CPI – Consumer Price Index: national economic indicator involving manufacturing, trade, and value levels of goods and services

Enrollment Status: Term used to describe a student’s enrollment status with the college (Continuing [from the previous term] Student, Returning [previously enrolled in a past term but not having been enrolled at least one term prior to current term], First-time Student, First-time Transfer [first-time enrolled student indicating transfer intent after term ends, Exempt [enrolled but already received degree])

FTES – Full-Time Equivalent Student: student enrolled in number of units equal to a full-time load

Participation Rate: Usually measured in terms of recent (spring) high school graduates who enroll in the fall semester following spring graduation divided by the total number of graduates of that high school

Persistence Rate: According to the California Community College Chancellor’s Office, the number of students that complete a course in the Fall Semester of one year and are enrolled by Census Day in another course in the Fall Semester of the following year; another definition (used for StartSmart data) is the number of students that complete a course in the Fall Semester of the year and are enrolled by Census Day in another course in the next Spring Semester

Retention Rate: According to the California Community College Chancellor’s Office, the formula involves the following: (Numerator: Number of enrollments with grade of A,B,C,D,F,CR,NC,I*,P,NP / Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W, I, P,NP,DR**)

Success Rate: According to the California Community College Chancellor’s Office, the formula involves the following: (Numerator: Number of enrollments with grade of A,B,C,CR,P / Denominator: Number of enrollments with grade of A,B,C,D,F,CR,NC,W, I, P,NP,DR**)

**Note: The Chancellor’s System Office started including the DR (Dropped after 1st Census and before “W” deadline) grade in Summer 2007. So, if anyone were to use data found in the Data Mart, he or she must realize that any drop in either Retention Rate or Success Rate, starting with Summer 2007, is caused by including DR grades from Summer 2007 on.