Institutional Effectiveness Report

2011

Modesto Junior College

Prepared by the
MJC Research Office

(Dr. Ken Hart, MJC Research Analyst,
With assistance from Nora Seronello
Center of Excellence Research Analyst)

Table of Contents

Introduction ..... **iii**

Modesto Junior College Vision and Mission Statements and Core Values ..... **iv**

Executive Summary ..... **v**

Chapter 1. State and Service Area Profiles **1**
- State 1
- Central Valley 2
- Stanislaus County 3
- Main Service Area Counties' Population Change – 2011 to 2016 4
  - Overall County Population Increases 4
  - Gender in Main Service Area Counties 4
  - Race/Ethnicity Increases in Main Service Area Counties 4
  - Changes in Growth by Age in Main Service Area Counties 7
- Summary of State and Service Area Profiles 8
- Chapter 1 – State and Service Area Profiles - ENDNOTES 10

Chapter 2. State and County Economic Conditions **12**
- Economic Indicators 12
  - Unemployment Rate 12
  - Number of Building Permits 12
  - Consumer Price Index 12
  - Taxable Retail Sales 13
- Family Economic Indicators 13
  - Income in Stanislaus County 13
  - Educational Attainment in California 14
  - Educational Attainment in Stanislaus County 14
  - Median Earnings by Educational Attainment in Stanislaus County 14
  - Poverty Rate Related to Educational Attainment in Stanislaus County 14
  - Poverty Status of Families in Stanislaus County 2008 15
  - Poverty Status of Families in Stanislaus County 2009 15
  - Poverty Status of Individuals in Stanislaus County 2008-2009 16
  - Characteristics of Teenagers in Stanislaus County 2008-2009 17
  - Top 50 Occupations Projection for 9 Counties in the Central Valley – 2011 to 2016 18
  - Top 50 Occupations by Number Growth Matched to MJC Degree/Certificates Offered 18
- Summary of State and County Economic Conditions 22
- Chapter 2 – State and County Economic Conditions - ENDNOTES 23

Chapter 3. Stanislaus County High School Student Profile **25**
- Stanislaus County High School Enrollment Data by Grade and Ethnicity 2007-08 to 2010-11 25
- Stanislaus County High School Graduates – 2005-06 to 2008-09 26
- Stanislaus County and Modesto High School District Graduate Trends and Percent Change 27
- Stanislaus County High School Graduates' Preparedness for College 28
- College-Going Rate Trends for Stanislaus County High School Students 29
- Participation Rates for Stanislaus County High School Graduates Enrolled at MJC 30
- Summary of Stanislaus County High School Student Profile 32
- Chapter 3 – Stanislaus County High School Student Profile - ENDNOTES 33

Chapter 4. Modesto Junior College Student Access **34**
- Modesto Junior College Enrollment Trends 34
- Modesto Junior College Student Enrollment Demographics 34
- Modesto Junior College Enrollment by Top Cities/Towns and Counties 36

Modesto Junior College Enrollment by Top ZIP Codes 36
Modesto Junior College Enrollment by Top Service Area High Schools 37
Modesto Junior College Students Receiving BOG Fee Waivers 38
Modesto Junior College Student Enrollment Status 40
Modesto Junior College Student Unit Loads and Educational Goals by Term and Year 40
Modesto Junior College Student Assessment and Placement 2007-2010 41
Enrollment in Distance Education by FTES in Program Types Spring 2008-Fall 2010 41
Summary of Modesto Junior College Student Access 48
Chapter 4 – Modesto Junior College Student Access - ENDNOTES 50
Chapter 5. Modesto Junior College Student Success 51
Student Retention and Success Rates 51
Fall 2006-Fall 2010 Success and Retention Rates by Department and Course 52
Fall 2009-Fall 2010 Success and Retention Rates by Distance Education and Non-DE 52
Success and Retention Rates by Department and Course Fall 2006 to Fall 2010 53
Success and Retention Rates by Distance Education/Non-DE Course Fall 2009 and Fall 2010 95
Athletic and College Grade Point Average Comparison 2009-2010 126
TRIO Student Support Services Program 126
Modesto Junior College Degrees and Certificates Awarded 127
Modesto Junior College Students Transferring to Universities 130
Modesto Junior College Allied Health Graduates and Licensure Exam Pass Rates 131
Modesto Junior College Career Technical Education Employment Rates 2009-2010 131
Summary of Modesto Junior College Student Success 136
Chapter 5 – Modesto Junior College Student Success - ENDNOTES 137
Chapter 6. Accountability Reporting for the Community Colleges (ARCC) 138
Self-Assessment 138
College Level Performance Indicators 139
Modesto Junior College Performance Indicators 139
Chapter 6 – Accountability Reporting for the Community Colleges (ARCC) - ENDNOTES 141
Chapter 7. Outcomes Assessment and Program Review 142
Outcomes Assessment 142
Planning and Budget Committee (PBC) Data Requests for Program Review 146
MJC WSCH/FTEF Fall 2006 – Fall 2010 147
MJC Department/Program Sections, Enrollment, and FTES – Fall 2008 to Fall 2010 151
Chapter 7 – Outcomes Assessment and Program Review - ENDNOTES 155
Chapter 8. Community College Survey of Student Engagement (CCSSE) 2011 156
Comparisons of CCSSE Benchmark Area Scores 156
Comparison of Specific Benchmark Questions Compared to Other Groups 2011 157
CCSSE Student Services: Importance/Satisfaction Gap Analysis Spring 2011 161
Chapter 8 – Community College Survey of Student Engagement (CCSSE) 2011 - ENDNOTES 163
Appendix – Transfer Velocity Methodology 164
List of Tables and Figures 165
Glossary 167

Introduction

A cornerstone of Modesto Junior College's commitment to student learning, educational excellence, and institutional effectiveness is its dedication to a "culture of evidence." As we continue to strengthen our strategic planning processes, an integral aspect remains the collection, evaluation, and use of relevant data to inform our decision making. The annual Institutional Effectiveness Report is designed to foster campus-wide discussion with a view towards continuous improvement in the accomplishment of the college mission. This report contains important demographic information and trends for departments across campus to use as we continue to implement a comprehensive, integrated, and continuous cycle of planning for the institution. I strongly encourage my colleagues to embrace and use this collection of data to improve all aspects of academic offerings, student learning, and student services at MJC, with the collective goal of creating a stronger, more effective college for our students and our community.

-Adrienne Peek
President, Modesto Junior College Academic Senate

Modesto Junior College is committed to measuring our institutional effectiveness at promoting student learning through our courses, educational programs and support services. The *Institutional Effectiveness Report 2011*, whose primary purpose is to present data documenting the college's progress toward fulfilling its mission, contains analyses of past performances as well as identification of areas for growth. The institutional effectiveness reporting process helps our college monitor and evaluate the extent to which our efforts are affecting student access and success.

-Dr. Karen Walters-Dunlap
Chair, Accreditation/Institutional Effectiveness Committee

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

Economic Conditions

California's economy dropped to becoming the eighth largest in the world, which is 13 percent of the U.S. Gross Domestic Product. It is also the top state with the most high-tech workers. The state produces approximately half of the fruits, vegetables, and nuts grown in the United States. The Consumer Price Index, the average change over time in prices paid by consumers for goods and services, increased in California from 174.8 in 2000 to 224.1 in 2009 (a 28.2 percent increase). By comparison, the Consumer Price Index increased in the United States from 172.2 in 2000 to 214.5 in 2009 (a 24.6 percent increase).

From 2002 to 2008, the Central Valley's labor force (those of age to work) increased faster than the number of available jobs. Most of the job growth was in service-producing industries, such as government, health services, educational services, and professional/business services. However, the Central Valley suffered from a 46 percent decline in trade, transportation, and utilities positions. Stanislaus County remains one of the top 10 agricultural counties in California.

Historically higher than the state rate, the Stanislaus County unemployment rate for the March 2011 is over six percentage points higher than California's (12.3%).[2] The Unemployment Rate for Stanislaus County increased from 7.8 percent in 2000 to 18.4 percent in March 2011.[3] The characteristics of many households in Stanislaus County include low educational attainment levels and high poverty levels. Compared to the entire state, Stanislaus County has significantly lower percentages of the population with bachelors and graduate or professional degrees.

From 2008 to 2009, the percent of all families below poverty level in Stanislaus County increased from 10.7 percent to 12.1 percent. For families with children under 18 years of age, the percent below poverty level increased from 16 percent to 17.6 percent. From the "Individuals" perspective in Stanislaus County, the percent of individuals in the county below poverty level increased from 14.1 percent in 2008 to 15.5 percent in 2009. Also by age, the percent of children under 18 years of age below poverty level increased from 19.5 percent to 21.1 percent.

From 2008 to 2009, the percentage of teenagers 15 to 19 years of age not enrolled in school remained about the same at almost 15 percent. Over half of the teenagers not enrolled in school are Hispanic or Latino. Over one-third of this 15 to 19 years of age group continues to live in a male or female (no spouse) householder family household or non-family household. Of teenagers 16 to 19 years of age, the percentage in the labor force decreased from 42.9 percent in 2008 to 39.2 percent in 2009. Of this 16- to 19-year-old group in 2009, 6.5 percent were neither enrolled in school nor in the labor force.

The top 50 fastest-growing occupations projected from 2011 to 2016 include 21 occupations from business/technical areas, 21 from healthcare areas, 6 from personal care areas, and 2 from educational areas.

Of the top 50 fastest-growing occupations projected from 2011 to 2016, MJC offers degrees and/or certificates covering 23 of these occupations. Many of the remaining 27 occupations of the top 50 are specialized occupations, such as aircraft mechanics and service technicians, medical transcriptionists, diagnostic medical sonographers, and surgical technologists. Of the top 20 fastest-growing occupations projected for this time period in this list, MJC offers degrees and/or certificates covering 14 of these occupations.

Population Changes

According to the 2005-2009 American Community Survey 5-Year Estimates, 28.8 percent of California's population is under 20 years old, and 10.9 percent is 65 years old or older. The 18 counties comprising the Central Valley increased in population from 5,576,603 in July 1, 2000 to 6,507,185 in July 2009.[9] That number increase represents a 16.7 percent increase, which is almost twice the percent increase of the state. As of July 1, 2009, the population of Stanislaus County was estimated to be 510,385. This estimated population for Stanislaus County represents a 14.2 percent increase since April 1, 2000.

By ethnicity, the Hispanic or Latino population is estimated to be 36.1 percent of the state's population. From July 2000 to July 2008, the Central Valley experienced an increase in race/ethnicity by the following percentages: Pacific Islander, 245.1 percent; Multi-Race, 63 percent; Hispanic, 40.4 percent; Asian, 35.7 percent; American Indian, 14.7 percent; Black, 14.4 percent; and White, 2.4 percent. In 2008, by ethnicity, the Hispanic or Latino population of Stanislaus County was estimated to be 39.6 percent. By race, 49.6 percent of the county's population was estimated to be White, non-Hispanic.

From 2011 to 2016, the population in Stanislaus County, San Joaquin County, and Merced County is projected to increase 4-5 percent. The population, by gender, is projected to remain at a 50/50 ratio. The population by race/ethnicity is projected to increase except White, non-Hispanic (slight decline), over this five-year period. All three counties are projected to experience a decline in population in the 15- to 19-year-old group from 2011 to 2016. Stanislaus and Merced Counties are also projected to have declines in the 20- to 24-year-old group during this same period. These declines will have an impact on the total numbers of high school graduates in these counties and the subsequent numbers of traditional-aged students enrolling at MJC over the next few years. Projected declines in ages 40 to 44 and 45 to 49 in all three counties will have an impact on employment, educational attainment levels, and the overall number of families in these counties. With these declines combined with increases of 30 percent in ages 65 to 69 in Stanislaus and San Joaquin counties and 24 percent in Merced County, there will be an impact on the size of employment pools in these counties.

The projected decline of the 15-19 year-old group continues to be seen in high school enrollment data in Stanislaus County for 9th, 10th, and 11th Grades from 2007-08 to 2010-11. A slight increase occurred for 12th Grade enrollment. Most ethnic group enrollment numbers and percentages are declining or remaining the same in 9th and 10th Grades, except Hispanic group enrollments. However, in 11th and 12th Grades, most student group enrollments have increased slightly from 2007-2008 to 2010-2011. From 2005-06 to 2008-09, the total number of students graduating from high school in Stanislaus County increased by 7.5 percent, but the graduation rate declined by 8.1 percentage points. Two districts indicated declining numbers of graduates in spite of a slight overall county increase of 7.7 percent. Most of Modesto city high schools indicated declines in the number of graduates. The reason for the slight overall increase, in spite of most declines, was the addition of the first graduation numbers (461) from Enochs High School.

Preparedness for College and College Participation

The percentages of students prepared for CSU from most Modesto city high schools were slightly higher in Math than the state average. Most Modesto city high schools also had a higher percentage of students scoring 50 or more on the Entry Level Math Exam than the state average. Only two Modesto city high schools achieved higher scores in both English and the English Proficiency Test.

Of all the 10th Grade students in Stanislaus County who took the California High School Exit Exam (CAHSEE) in 2010, 80 percent passed the Mathematics portion, and 78 percent passed the English Language Arts (ELA) portion.

The Stanislaus County college-going rate for 2009 rebounded from a steady decline beginning in 2004, slightly exceeding the level attained in 2003 by reaching 44.7 percent. Enrollment at California Community Colleges increased from 5 percent in 2008 to 30.6 percent in 2009. Enrollment in the University of California system increased slightly from 3.4 percent in 2008 to 3.9 percent in 2009. Enrollment in the California State University system remained the same at 10.2 percent in 2008 and 2009.

The percentage of Stanislaus County high schools' recent graduates enrolled at MJC declined slightly from 35.4 percent in 2008 to 34.5 percent in 2009. The percentage of Modesto High School District high schools' recent graduates enrolled at MJC increased slightly from 42.5 percent in 2008 to 43.2 percent in 2009.

Student Access to Modesto Junior College

Gradual increases in MJC's unduplicated headcount enrollments occurred from Spring 2005 through Spring 2008. In Spring 2009, MJC experienced a dramatic increase of 1,759 students. The gradual increase in unduplicated headcount enrollment was also reflected in the College's Fall terms from 2005 until Fall 2008. However, this trend stopped in Fall 2009, with a drop by 810 students, as a result of the State-imposed caps on enrollments, due to budget deficits. MJC continued to make strategic cuts in sections in order to stay within the imposed caps in 2010.

The major change in MJC students' identification of educational goal is that the percentage of students choosing transferring with a degree has increased dramatically from 41.6 percent in Fall 2004 to 67.3 percent in Fall 2010. However, in 2010 over two-thirds of MJC students were assessed/placed into below-transfer-level English, and over four-fifths of MJC students were assessed/placed into below-transfer-level Math. These percentages should be compared with college preparedness percentages above.

Modesto Junior College student enrollment by gender reflects state and national college enrollment trends of approximately 60 percent Female and 40 percent Male. This ratio contrasts with service area counties that indicate a 50/50 ratio. MJC has a larger percentage of students enrolling that are younger (19 or less) than the combined California Community Colleges, and MJC has a smaller percentage of students enrolling that are older (50+). From Fall 2004 to Fall 2009, the White, Non-Hispanic group declined 7.5 percentage points, but it increased slightly in Fall 2010. From Fall 2004 to Fall 2010, the Hispanic group eventually increased 3.9 percentage points, the Asian group declined 0.9 percentage points, and the other groups declined slightly. The Unknown group has declined sharply from a high of 21.1 percent in Fall 2007 to 12.6 percent in Fall 2010, possibly due to the new category option.

As may be expected regarding enrollment in a "local college," the vast majority of MJC students come from Modesto (47.0%) and surrounding cities and towns, primarily in Stanislaus County (81.9%). Over the past five fall semesters, there have been fluctuations in graduates coming from nearby high schools and enrolling at MJC. The recent graduates comprised 14 percent of the total enrollment at MJC in Fall 2010. This percentage is the lowest in the past five fall semesters.

The numbers of students selecting to take courses via Distance Education have remained approximately 15 percent of all MJC students over the past few years. Distance Education (DE) Full-Time Equivalent Student (FTES), as a percentage of total MJC FTES increased slightly from 14.3 percent in Fall 2008 to 14.9 percent in Fall 2010. DE FTES decreased from 16.1 percent in Spring 2008 to 14.9 percent in Spring 2010.

MJC Student Success

Course retention rates for MJC students have gradually increased from 80.3 percent in Fall 2005 to 83.5 percent in Fall 2010. The California Community Colleges' rates have remained slightly higher than MJC's rates from Fall 2004 to Fall 2010. Course success rates for MJC students have fluctuated slightly but increased from 60.5 percent in Fall 2005 to 63.7 percent in Fall 2010. The California Community Colleges' course success rates have remained higher than MJC's rates over the seven fall semesters. Most success and retention rates are higher in Non-Distance Education classes than in Distance Education (DE) classes of the same course. However, there are some notable exceptions of DE classes indicating higher success/retention rates than Non-DE classes of the same course. The one indication that stands out is that too many DE classes have drastically lower success/retention rates than their Non-DE counterparts.

Other measures of student success include the following:

An issue of student success involves the impact of sports on students' Grade Point Average (GPA). MJC students on only one team indicated a lower GPA than the overall MJC GPA. Many teams indicated a substantially higher GPA than the overall college average.

The TRIO Student Support Services program serves 250 low-income and first-generation students. From Fall 2009 to Fall 2010, 92 percent of TRIO students persisted. In 2010-2011, 25 percent of 52 TRIO graduates transferred in two years, and 71 percent of this group transferred in three years.

The total number of associate degrees and certificates awarded by MJC from 2006-2007 to 2008-2009 has gradually decreased from 1,579 to 1,451. Degrees slightly decreased, but certificates substantially increased in number.

The transfer rate of the 2004-2005 MJC student cohort transferring to public or private universities throughout the United States declined slightly to 35 percent. This methodology involves tracking groups of students over a 6-year period. The total number of MJC students transferring to the CSUs/UCs in 2009-2010 declined below the numbers in 2003-2004. The number of MJC students transferring to the UCs in 2009-2010 increased by 53.2 percent from the number of transfers in 2008-2009.

Though the number of Registered Nursing graduates decreased slightly from 2008-09 to 2009-10, the number of graduates taking the exam and the percentage of graduates passing the exam increased. The majority of pass rates for the other Allied Health programs fluctuated during this time period.

Employment rates of the vast majority of students who graduated from MJC Career Technical Education (CTE) programs are high.

Notable areas of success in the *Accountability Reporting for Community Colleges (ARCC) 2011 Report* are Course Completion Rate for Credit Basic Skills Courses and Improvement Rates for ESL and Credit Basic Skills Courses.

Internal Assessment

Regarding Student Learning Assessment (SLO), 79 percent of courses scheduled for assessment in 2010 were assessed. To date, 40.4 percent of all MJC courses have been assessed. Service Area Outcomes (SAO) assessment was completed in 2008; in 2010, Student Service areas began a four-year assessment cycle. Administrative Unit Outcomes (AUO) assessment has progressed since 2009; however, there are gaps in data. Work is currently under way on completing Program Learning Outcomes (PLOs) and General Education Learning Outcomes (GELOs).