2015 ATD Cohort Implementation Plan

Deadline: April 29, 2016

INSTRUCTIONS

At the end of the planning period, all 2015 Achieving the Dream Institutions are expected to complete and submit an Implementation Plan. This provides an opportunity to translate the discovery and learning of the planning period into an overarching student success vision for the institution. Within the Implementation Plan, institutions articulate their student success priorities and identify efforts that will help them achieve these priorities. The plan should show how the institution will seek to improve systems, not simply initiate projects, along with thoughtful resource allocation to support such improvements.

Please note: While your Implementation Plan is a valuable resource for Achieving the Dream and your coaches, its primary purpose is to guide your team as you move forward with this work. Thus, it is important to ensure it is written in a way that will help existing and new team members understand your institution's student success vision, as well as the plan for and understand their role in achieving it.

Institution Name: Modesto Junior College

CONTRIBUTORS TO THE IMPLEMENTATION PLAN

Please list the name and titles of the Implementation Plan authors.

Name	Title
Brenda Thames	Vice President – Instruction
James Todd	Vice President –Student Services
Jill Stearns	President
Jenni Abbott	Director – Grants & Resource Development
Student Success & Equity Committee	Sub-committee of College Council
Instructional and Student Services Deans	Deans Cabinet
Student Services Council	Shared Governance Council
Instruction Council	Shared Governance Council

a) Briefly outline your overarching student success vision. *Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.*

Modesto Junior College (MJC) is committed to the development of a "student focused culture" that increases access, improves student success, and closes achievement gaps from the moment a student initially engages with the College through the completion of their educational goal(s). To fulfill this commitment, the College will expand access, accelerate student success, and create clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment. The College will provide integrated, holistic academic and student support services that facilitate student progression through these educational pathways.   Our approach to the development of this "student focused culture" is anchored in the findings documented by the Research and Planning Group for the California Community Colleges (RP Group) in the report entitled "Student Support (Re)defined"[1]. This report identifies six guiding principles for advancing student success. The MJC Student Success and Equity Committee (SSEC) has adopted these principles as the foundational cornerstones around which we will build dialogue, culture and strategic institutional initiatives to improve student support, increase completion, and actualize our student success vision. MJC will:

- *Direct students* – help them clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- *Focus students* - foster students' motivation and help them develop the skills needed to achieve their goals
- *Nurture students* - convey a sense of caring where students' success is important and expected
- *Engage students* - actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom
- *Connect students* – create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- *Value students* – provide students with opportunities to contribute to and enrich the college culture and community

[1] RP Group, Description of background information and research questions driving Student Success (Re)defined, http://rpgroup.org/content/research-framework

b) Briefly describe your systemic change priorities that will help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority will likely be comprised of multiple student success efforts that work together to achieve systemic change. *Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.*

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MJC is beginning the process of developing an underlying Theory of Change[2] (TOC) for transformational student success at our college. In our first year as a member of the ATD Network, our institutional dialogue has led us to the conclusion that the focus of our initial efforts needs to be on developing our institutional capacity to think strategically about the work that we engage in as a community college, and to link this work directly to our student success vision. Although our TOC is not yet fully developed, we recognize that early change in key areas–including communication, data utilization, strategy, and planning are vital to our effectiveness as an institution and our long term success in improving student outcomes. The ATD's Capacity Framework provides our college with a metacognitive structure through which we can reflect upon our strengths and challenges, build a "student focused culture", and develop the strategic approach to planning that will be needed integrate the array of activities, plans, initiatives, ideas, etc. that we are currently attempting to implement in a way will produce long range results for the student that we serve. Increasing the depth and breadth of our institutional capacity in the areas of leadership and vision; data and technology; equity; teaching and learning; engagement and communication; strategy and planning; and policies and practices will provide the foundation upon which the college can build a broader, transformative strategy that results in an integrated, cohesive approach to student success.

Systemic Change Priorities:

- Improve strategic, integrated planning
  - ➢ Improved data collection, analysis, and communication to empower faculty, staff, and administrators to make informed, evidenced based decisions
- Enhance "student focused culture" within the campus community
  - ➢ Cultivate the six guiding principles for Student Support (Re)defined
- Expand access and accelerated student success
  - ➢ Integrated, holistic, academic and student support services
  - ➢ Create clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment.

[2] Adapted from Anderson, A. (2005). The community builder's approach to theory of change: A practical guide to theory and development. New York: The Aspen Institute Roundtable on Community Change.

c) Provide a visual representation of how your priorities and related interventions work together to achieve your student success goals and vision. Please submit this visual together with your completed Implementation Plan.

Our preliminary "Theory of Change" provides a strategic picture of the multiple interventions that will be required to produce the early and intermediate outcomes that are preconditions of achieving our Systemic Change Priorities. Once our Theory of Change is finalized the college will develop a "Pathway to Change" that will serve as our road map to accomplishing our strategic priorities.

 [Recommend 300 – 500 words.]

EVICENCE

Provide an overview summary of the major findings from the analysis of quantitative and qualitative student outcome data that informed the selection of your student success priorities and efforts. [Recommend 400 – 600 words.]

Institutional data was collected and shared with college stakeholders at a campus-wide data-analysis session on September 11, 2015, providing opportunity for in-depth discussion and analysis of college- and program-level data. Throughout the 2015/16 academic year, institutional data was identified and assessed by the college research analyst, deans, faculty, Academic Senate Leadership, expert researchers, college administrators, and the Student Success and Equity Committee (SSEC).

Student Service data was compiled using the Student Demographic Detail (SDD) Term extracts for fall, spring, and summer (2014/15), combined and unduplicated. Data was then matched to the Student Success Extract term files to include individual services received by the enrolled students identified in the SDD during the academic year. Evaluation of 2014/15 data led to a plan to establish monthly reports of the number of core services delivered to target students in order to more closely monitor progress toward student success.

Review and analysis of student enrollment, retention, and success data illustrated the need to increase the number of individual education plans. The Student Services Council and Counseling Department developed a plan to increase the number of student education plans through workshops at high schools in the spring, through online delivery, and by extending regular business hours on campus.

Key data points from the MJC ATD 2015 Data Summit, MJC 2014-2017 Student Equity Plan and other 2015/16 Essential Research Reports that informed our selection of Systemic Change Priorities include:

- When comparing the graduating class of feeder high schools to the MJC student population, MJC serves fewer males by eight percentage points and fewer Hispanics by the same number of percentage points
- African American students demonstrate consistently lower success rates than other races/ethnicities.
- ESL transition rates to transfer level coursework are very low. Basic Skills transition rates in English and Math are low for Hispanic, African American and Pacific Islander students. Older students and students of color are less successful than the reference groups.
- Almost 70% of cohort students earn 30 units, but only 11% of students earn a degree or certificate.
- According to the Transfer Velocity study only 30% of students transfer.
- While the methodologies are different for each indicator, the difference between the milestone of 30 units and those that earn a degree, certificate, or transfer appears to be significant. These data points suggest further investigation.
- Data for fall 2015 included students that enrolled in at least 0.5 credits (N =18,089). In this cohort 5,350 students (29.6%) were assessed into a transferable, college level English (ENGL-

101 or higher). Only 657 students (3.6%) were assessed into a transferable, college level Math (above MATH-90). About 19% had no assessment when this data was analyzed. The remaining students were placed into basic skills in math (77.8%) or English (51.2%).

- Based on a query of student demographic detail for all first time students in fall 2014 (N = 3634), and fall 2015 (N = 3480), approximately 28% of students with reported GPA received a first term GPA below 2.0.

ENGAGEMENT

Describe your efforts to increase the breadth and depth of engagement with college stakeholders over your institution's planning period. How effective were these activities in engaging new stakeholders or deepening engagement? What strategies do you plan to adopt to broaden and deepen engagement over the coming year to build upon your successes?
[Recommend 400 – 600 words.]

In order to assure and facilitate input from faculty, staff, administrators, and students in planning processes, the college utilizes a structured, constituent-based, participatory governance model and processes. Recommendations and plans for improvement and refinement are developed and revised by multiple committees and workgroups. Generally, most recommendations, and drafts of the plans are presented to the Student Services Council, Instruction Council, SSEC, Academic Senate for review and refinement before being forwarded to the College Council final review approval.

During Year 1, the Student Success and Equity Committee (SSEC) served as the Core Team. The Data Team was established as a subcommittee of the SSEC and is comprised of SSEC members and the Institution Research (IR) staff. During Year 1, there was broad engagement and increased awareness regarding a number of student success activities and initiatives. The college sent a large team to DREAM 2016 and our coaches have presented information on ATD to several groups during their 2015/16 campus visits. We have had ATD information presented at our fall 2015 college-wide convocation event and we held a college-wide ATD Data Summit during the fall semester. However, we have not been able to frame and focus our work on student success in a strategic, integrated manner that can be articulated concretely and communicated cohesively beyond a list of plans and initiatives.

In the coming year perhaps we need to revisit this structure and develop a Core Steering Committee that provides institutional guidance, strategic direction, and branded messaging through a communications plan. The SSEC may be better positioned to identify and coordinate projects, activities, implementation, and evaluation plans. In 2016/17 academic year the college will also engage in the development of three key planning documents that incorporate our Systemic Change Priorities:
a) Accreditation Self-Evaluation Report and Quality Focus Essay

b) Strategic Plan
c) Educational Master Plan

Through planning processes related to these three documents stakeholders from across the college will engage in the development of priorities, goals, and objectives. A Core Steering Committee will be instrumental in merging and molding these outputs into a single, unified vision for the College and orchestrating a "Pathway of Change" for our Systemic Change Priorities through coordinated implementation and evaluation plans.

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PRIORITY WORK PLANS

In this section, we ask for more detail on each student success priority you have set. You should have 2-3 priorities. We also ask you to complete a work plan for each priority. The work plans should incorporate all student success efforts, including institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

Priority 1

Priority 1 Work Plan

Name and Description of Priority

Strategic, Integrated Planning

MJC spent much of our first year as an ATD college establishing a sense of urgency to address student success and equity issues through the use of data and evidence. As we reflect on Year 1, MJC recognizes the need to be purposeful and intentional in framing and focusing our work on student success. We need to maintain a focus on the "important" in a strategic, integrated manner that can be articulated concretely and communicated cohesively beyond a list of plans and initiatives. The college will leverage the opportunity to develop three key planning documents to design and integrated approach to student success, build momentum, and monitor progress. The college will also utilize this opportunity to Identify and broadly communicate a shared vision regarding students' educational and support experiences at the college. Through planning processes, the college will engage internal and external stakeholders in examining current student success efforts and defining a long range agenda for student success.

Priority Goals

- Align plans and institutional priorities
- Focus resources
- Strengthen operations
- Baseline current state
- Articulate end state
- Develop our "Pathway of Change" – our roadmap to where we are going and how we plan to get there through a structured focus on implementation and defined steps to get things done
- Reinforce student success as our driving force

- Continue to enhance and improve teaching and learning processes
- Create an aspirational vision to steer change
- Enhance regular communication with all stakeholders
- Build an evidence base to identify and analyze student characteristics, experiences, needs, and outcomes
- Promote a culture of inquiry, evidence, and data-inform decision making to improve student success and student experiences
- Analyze data to identify MJC's biggest barriers to, and promoters of, student learning and success
- Operationally define institutional outcomes and indicators of student success.
- Operationally define measurable goals.
- Establish an evaluation plan

Measurable Yearly Indicators:

- Campus Climate Survey indicates improved communication across the institution
- Faculty, staff, and students can identify and articulate the colleges aspirational vision to steer change
- MJC's "Pathway of Change" is consistently reflected throughout key planning documents
- Faculty, staff , and representatives of student government can identify and articulate the college's goals, directions, and tactical strategies outlined in key planning documents

Major Action Steps	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
Clearly articulate, illustrate and broadly share the college's integrated planning processes	X	X			Administrative Team Council Chairs Constituent Leadership	
Develop and broadly share an aspirational vision to steer change		X			Administrative Team Council Chairs Constituent Leadership	
Assess capacity levels and build capacity to support an infrastructure for strategic, integrated planning	X	X	X	X	Administrative Team Council Chairs Constituent Leadership	Capacity Assessment Tool ATD Leadership and Data Coaching

Activity					Responsible	Resources
Restructure Student Services Council and Instruction Council into a single council focused student success and institutional effectiveness and serves as the Core Steering Committee for ATD work		X			VP Instruction VP Student Services College Council	Training, resources, and materials on leading transformational change
Complete and broadly circulate key planning documents that reflect consistent themes and alignment • Accreditation Self-Evaluation Report and Quality Focus Essay • Strategic Plan • Educational Master Plan • Student Equity Plan • Student Success and Support Plan • Basic Skill Plan	X	X			VP Instruction VP Student Services President College Council Accreditation Council EMP Workgroup SSEC	Dedicated time
Develop and implement communications plan		X			Administrative Team	
Align plans and priorities under umbrella of Strategic Directions and Systemic Change Priorities		X			VP Instruction VP Student Services President College Council Accreditation Council EMP Workgroup SSEC	
Fully develop MJC's "Pathway of Change" ➢ Establish implementation work groups ➢ Identify implementation, benchmarking, communication and reporting strategies for the goals, objectives, activities, timelines, and evaluation processes ➢ Implementation action plans posted ➢ Monitor implementation progress and refine as needed to maintain quality of implementation		X X X X			ATD Core Steering Committee SSEC Administrative Team Council Chairs Constituent Leadership	Time Aspirational vision to steer change Alignment of goals and priorities in key planning documents ATD Leadership and Data Coaching

➤ Evaluate outcomes		X	X		

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Limit to 400 words.]

Completion of the Priority 1 Work Plan requires that the College adopt a revised participatory governance structure. This necessitates consensus building across all stakeholders to envision a new structure that would effectively support a student focused culture.

Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of <u>target population</u> served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.

[Limit to 400 words.]

Bringing integrated, strategic, planning to scale will require communication, engagement and a commitment to a clearly articulated planning process and uniform planning practice(s) across the institution. Planning will be scaled up from key planning documents to division, department, and program/unit planning. Integrated, strategic planning across the institutuion will serve 100% of the target population.

Priority 2

Priority 2 Work Plan

Name and Description of Priority

Expand access and accelerate student success

Modesto Junior College is a Hispanic Serving Institution where more than half the students at the college qualify for federal financial aid, and most are first generation college students. A key performance indicator for the college is the number and proportion of high-need students who are academically prepared for, enroll in, or complete college on-time. Expanding access and accelerating student success is the top priority of the college. All students need clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment. Underprepared students need support when they begin to falter in classes. They need remedial support and a person they can count on to connect them with services. These students also need staff members who are well-trained in technical information and service skills to assist, refer, and follow-up on student needs The college must improve the way we serve high need students and remove academic, procedural, resource, and facility barriers that impact student success. Removing these barriers will:

- Improve retention and success rates for disadvantaged students
- Shorten time to graduation or transfer
- Coordinate support services and staff training to simplify transactional tasks for students and provide excellent customer service

Priority Goals

- Remove barriers to improve access, retention, success rates, and shorten time to graduation or transfer
  - ➢ Develop clear academic pathways
  - ➢ Coordinate and improve academic services: assessment, placement, course sequencing, pre/co-requisites, and accelerated courses

- ➢ Coordinate support services and staff training to simplify transactional tasks for students and provide excellent customer service
- ➢ Provide "One-Stop" support services with online, telephone, and face to face support for students
- ➢ Expand access to Success Coaches who connect students to effective interventions, remove resource and physical barriers
- ➢ Expand delivery of supplemental learning support
- ➢ Review the current research on high impact practices and evidence-based pedagogy
- • Develop and prioritize approaches to barriers and opportunities based on potential impact

Measurable Yearly Indicators:

- • Number of student contacts per Success Coach
- • Number of supplemental instruction sessions
- • Number of student transactions required in institutional processes
- • Percentage fall to fall persistence
- • Percentage of students transitioning from remedial math and English
- • Number of students graduating
- • Number of students transferring
- • Number of student transactions processed at Student Service Centers or online
- • Student satisfaction with college support services

Major Action Steps	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
Assess capacity levels and build capacity to support an infrastructure for student learning and success	X	X			SSEC Student Services Council Instruction Council College Council Department Faculty Deans	Assessment tool(s) Professional Development
Create clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment.					Academic Senate College Council Student Services Council Instruction Council Deans VP Instruction	ATD Leadership Coaching Professional Development

				VP Student Services	
Comprehensive review and revision of admissions, business office and financial aid procedures to coordinate and simplify	X	X		Student Services Council Administrative Services College Council Administrative Team	
Develop institutional staff training program for front line staff to simplify student interactions between centralized and division offices		X	X	Student Services Council Instruction Council Administrative Services Administrative Team Staff	
Continuous training and coordination for central and division staff in ways to help students in multiple offices	X	X	X	X	Student Services Council Instruction Council Administrative Services Administrative Team Staff	Professional Development
Continued update and refinement of admissions, business office and financial aid procedures			X	X	Student Services Council Administrative Services College Council Administrative Team	
Develop a structure and pilot supplemental learning support in face to face and online delivery modalities		X	X	Director Learning Center Instruction Council Distance Ed Committee Student Services Council Administrative Team	Funding
Develop policies, procedures and training to establish competency-based credit options for students			X	X	College Council Administrative Team Instruction Council Student Services Council Curriculum Committee Academic Senate	Professional development in effective supplemental learning support, competency-based credit, and new instructional methods

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Activity					Responsible	Resources
Pilot non-credit supplemental learning modules for transfer level courses		X	X		College Council Administrative Team Instruction Council Student Services Council Curriculum Committee Academic Senate	Professional development in effective supplemental learning support, competency-based credit, and new instructional methods
Renovate and co-locate student service offices into centralized "Service Centers" on both campuses to as centralized points of contact for transactions, assistance, and referrals		X	X		College Council Administrative Services Facilities Student Services Council Instruction Council Administrative Team	
Develop electronic communication and "Frequently Asked Questions" resource for one-stop and division staff		X			Administrative Services Instruction Council Student Services Council Administrative Team	
Continue refinement of electronic knowledge base and training of Student Service Center staff to assist students	X	X	X	X	Administrative Services Instruction Council Student Services Council Administrative Team	
Implement online parking permit point of purchase and delivery system	X	X			VP College and Administrative Services College Council	
Integrate multiple measures for placement, and review cut-off scores to place students where they will progress and succeed.	X	X	X		Academic Senate Instruction Council Student Services Council Deans	
Revitalize the academic warning system and establish interventions for students.		X	X		Academic Senate Instruction Council Student Services Council Deans	Software

Review and streamline pre-requisite and co-requisite course requirements.		X	X		Academic Senate Instruction Council Curriculum Committee Student Services Council Deans	
Develop flexible options for students to move through remedial support and into college-level courses, including more co-requisites and accelerated courses		X	X	X	Academic Senate College Council Instruction Council Curriculum Committee Student Services Council Deans	Professional Development
Design and implement, and deliver just in time interventions for students who are at risk of failing	X	X	X	X	Academic Senate College Council Instruction Council Student Services Council Administrative Team	Professional Development
Develop new policies and processes that address student barriers in admissions, assessment, financial aid, and business procedures of the college		X	X	X	Student Services Council Instruction Council Administrative Services Administrative Team College Council	
Develop a comprehensive staff training program focused on ways to best serve students from different backgrounds. Deliver training on a regular basis	X	X	X	X	SSEC College Council Academic Senate Administrative Team	Funding
Provide ongoing assistance and encourage academic confidence so students can understand college rigor and know how to access available services		X	X	X	SSEC Student Success Coaches Academic Senate Student Services Council Instruction Council Administrative Team	Professional Development

					College Council Campus Life/Student Dev. Student Government	
Provide consistent, explicit and implicit messaging to build self-efficacy, persistence, and long-term goals		X	X	X	SSEC Student Success Coaches Academic Senate Student Services Council Instruction Council Administrative Team College Council Campus Life/Student Dev. Student Government	Professional development/training in "Mind Set" theory and program/practice implementation at a community college
Provide academic and success coaching and services to students identified as at-risk to fail or drop out.	X	X	X	X	SSEC Academic Senate Counselors Success Coaches Student Services Council Instruction Council College Council Administrative Team	Professional Development
Provide virtual access to comprehensive online support services	X	X	X	X	SSEC Distance Ed Committee Counselors Success Coaches Student Services Council Instruction Council College Council Administrative Services Administrative Team	IT support Software Funding

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.
[Recommend 400 – 600 words.]

Removal of process barriers for students requires complex and multi-faceted changes in our staffing, job descriptions, location of services, hours of operation, and knowledge base. Each of these matters can be addressed only through careful planning, clear communication, shared vision, negotiation, and allocation of resources. Key campus leaders have been identified and are assisting in building the vision for improved service to students leading to increased student success through a student centered approach to delivery of core services.

Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
[Recommend 400 – 600 words.]

Key Outcomes include: 1) increased fall to fall persistence of 8% for first-time students; 2) increased student transition from remedial math and English of 10%; 3) a 50% graduation or transfer rate of first-time in college students within four years, increased from 42%; 4) increased student satisfaction with college support services from 55% to 65%; and 5) a college structure that enables 90% of transactions related to students to be processed at Student Service Centers or online.

Priority 3 (Optional)

Priority 3 Work Plan
Name and Description of Priority
Enhance "student focused culture" within the campus community

Our approach to the development a "student focused culture" is anchored in the findings documented by the Research and Planning Group for the California Community Colleges (RP Group) in the report entitled Student Support (Re)defined"[1]. This report identifies six guiding principles for advancing student success. The MJC Student Success and Equity Committee (SSEC) has adopted these principles as the foundational cornerstones around which we will build dialogue, culture and strategic institutional initiatives to improve student support, increase completion, and actualize our student success vision. MJC will:

- Direct students – help them clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal
- Focus students - foster students' motivation and help them develop the skills needed to achieve their goals
- Nurture students - convey a sense of caring where students' success is important and expected
- Engage students - actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom
- Connect students – create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success
- Value students – provide students with opportunities to contribute to and enrich the college culture and community

[1] RP Group, Description of background information and research questions driving Student Success (Re)defined, http://rpgroup.org/content/research-framework

Priority Goals

- Empower all faculty and staff to solve problems and make decisions that effectively support student success
- Build an evidence base to identify and analyze student characteristics, experiences, needs, and outcomes
- Promote a culture of inquiry, evidence, and data-inform decision making to improve student success and student experiences
- Analyze data to identify MJC's biggest barriers to, and promoters of, student learning and success
- Operationally define institutional outcomes and indicators of student success.
- Operationally define measurable goals related to student success and student experiences
- Establish an evaluation plan
- Reducing achievement gaps by addressing inequities in students' experiences.

Measurable Yearly Indicators:

- Increase in easily accessible data and analytics
- Increase in reports and self-service queries
- Decrease in achievement gaps documented in Student Equity Plan
- Community College Survey of Student Engagement (CCSSE) data
- Campus climate surveys

Major Action Steps	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
• Satisfaction surveys						
Employ and train Student Services Specialists and begin delivering services to case-loads of students, especially including populations with achievement gaps.	X	X	X	X	VP Student Services Dean, Student Equity Director, Access, Retention, Success	SSSP Funds Equity Funds
Redesign the delivery of student services and intake by reorganizing financial aid and admissions staff into "one-stop" shops and broader job descriptions.		X	X	X	VP Student Services Dean, Enrollment Services Director, Financial Services Director, Admissions and Records Activity Director, Title V Grant	Title V Grant: "Removing Barriers for At-Risk Students"
Build capacity and learn: train staff and faculty to conduct and facilitate student focus groups	X	X	X	X	SSEC Committee Dean, Student Equity	Equity Funds

Build, analyze, share, and discuss environmental and institutional data: Educational Master Plan, Equity Plan, SSSP Plan, DE Plan, Technology Plan, and grants.	X	X	X	X	VP, Instruction VP, Student Services Deans, Faculty, Staff SSEC Committee College Council	SSSP Funds Equity Funds Title V
Review and revise campus policies and procedures		X	X	X	VP Student Services Activity Director, Title V	Title V Grant: "Removing Barriers for At-Risk Students"
Renovate facilities and build student success centers		X	X	X	VP Student Services Activity Director, Title V	Title V Grant: "Removing Barriers for At-Risk Students"
Implement Education Planning Initiative to improve online access to core services and educational planning.		X	X	X	VP Student Services Dean, Counseling Dean, Enrollment Services	
Implement "First Time in College" course taught by interdisciplinary faculty.		X	X	X	SSEC Committee Dean, Student Equity	Equity Funds

				First Time in College Faculty Committee	

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.
[Recommend 400 – 600 words.]

The biggest challenge in implementing these initiatives is communicating the changes to stakeholders and how they are impacted by them. We are developing a communication plan that includes discussion and feedback opportunities as elements are designed. Multiple meetings with managers are held to work out changes in personnel, facilities, and processes. Presentations are made to classified staff who will be affected, including discussions soliciting their feedback. Campus-wide communication will be shared to give faculty, staff and students a clear understanding of how services will be provided.

Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
[Recommend 400 – 600 words.]

These efforts have been designed in terms of capacity building and integrated, gradual changes in scaling. The training of staff are both handled by the college and by consultants cited by best-practice literature. Primary focus is new to college students (about 4,000-5,000 each year), and services will gradually reach the entire population from years 2-4. All staffing is dependent on funding from CCCCO and FTES projections, but the initiatives above are designed to further productivity and success at the institution, especially around persistence and closing achievement gaps.

COMMUNICATING YOUR STUDENT SUCCESS VISION

How will you communicate your plans and progress to relevant stakeholders? Please consider how you will communicate with all your key stakeholder groups, including your board of trustees, faculty, staff, students, and local community. *Note: You may wish to review Achieving the Dream's Communications Plan template for additional guidance. This can be found on ATD Connect at* connect.achievingthedream.org.
[Recommend 400 – 600 words.]

MJC will communicate our ATD Strategic Priorities, goals and action steps through a communications campaign designed to increase knowledge, awareness and engagement in college-wide, integrated planning processes. Strategic priorities, goals and action steps will continue to be communicated during campus-events, council meetings, committtee meetings, division/department meetings, etc. The college recognizes the need to adopt a more coodinated approach to provide regular communication regarding planning, priorities, goals, outcomes, etc. in a standardized format that is easily accessible to faculty, staff, students and the community. The college will create a suite of electronic informational resources and an integrated planning dashboard outlining strategic priorities, goals, tactital strategies/interventions, and outcomes.

EQUITY AGENDA

Based on your institutional reflections and analysis of data over the past year, in which areas did you discover that students experience the biggest disparity in service or outcomes? How do your student success priorities and component efforts address these disparities?
[Recommend 400 – 600 words.]

MJC's student equity data analysis, findings, and plan for addressing disparities can be found in the Modesto Junior College Student Equity Plan 2014-2017. College faculty, staff, and administrators are committed to developing, implementing, and improving programs and services that 1) do not exclude any student or diminish opportunities to excel; and 2) increase the likelihood that all students will reach their educational goals. In so doing, the college will ensure that student services and

instructional areas, including the Library and Learning Center, are best leveraged to support student success efforts, to build comprehensive learning experiences that holistically address student needs, and to close achievement gaps among student populations.

Plan Summary:

Review of student equity data produced two overriding observations and themes:

1) Improved data collection, analysis and communication will lead to better informed faculty, staff and administrators and produce stronger evidence for decision making.

2) Student demographics at the college continue to change. Faculty, staff and administrators will better serve students if they understand how to interpret disparate student needs. Professional development will increase knowledge and skills to do so.

The identification of these themes led to embedded activities in every indicator to increase capacity at the college for improved data collection, increased understanding of the disparate needs of students and recognition of effective practices to address the findings. This is a particularly important focus during the first year of the plan when many activities involve professional development and working with experts in the field. Activities during Years Two and Three will be refined to address findings during this first important period

ADDITIONAL RESOURCES/SUPPORT FROM ACHIEVING THE DREAM

What professional development/resources from Achieving the Dream, Inc. and/or your coaching team would be most helpful to your college as you begin implementing your work?

Modesto Junior College would benefit from ATD professional development/resources in the following areas:

- Transformational Leadership/leading transformational change/change management
- Development of strucured educational pathways
- Effective course scheduling practices for access and student success
- Assessisng and developing institutuional capacities
- Development of a "data dashboard"
- Development of an integrated planning "dashboard"
- Identify "breakthrough" strategies, goals, and activities
- Build knowledge, and capacity among college leadership and stakeholders to create and sustain a powerful action plan
- How to develop and execute interventions to increase student success and eliminate achievement gaps.

- How to evaluate, modify and scale interventions and calculate the return on investment from a single retention intervention or a combination of retention interventions.

ADDITIONAL INFORMATION

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should the reviewers of your Implementation Plan know about your efforts over the planning period? Is there any relevant contextual information regarding your institution or your state that will help the reviewers understand your Implementation Plan?

Enter Answers Here

SUBMITTING YOUR IMPLEMENTATION PLAN

Congratulations on completing your Implementation Plan! Here are the next steps:

➢ Submit your completed Implementation Plan and student success vision visual **through your ATD Connect account** (preferably your Core Team Leader's account) by the **deadline on April 29, 2016**. You can access ATD Connect at connect.achievingthedream.org.
  o Once you have entered the 2015 Cohort Learning Community, use the menu on the left hand side of the screen to navigate to the *Planning Period Guidance and Implementation Plan* section.
  o The top item is an assignment titled *Implementation Plan Submissions*.
  o Click on the assignment and use the *Browse* button to find and attach your completed Implementation Plan.
  o Use the space provided to share any important information about your Implementation Plan.
  o If you wish, you can save your submission as a draft to enable your team to make edits up until the deadline.
  o Click *Submit* to submit your Implementation Plan to Achieving the Dream.
➢ Upon receipt of your completed Implementation Plan, Achieving the Dream will share it with your coaching team.

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- ➢ Achieving the Dream will work with your coaching team to provide feedback on your Implementation Plan. Colleges can expect to receive this feedback by end of July 2016.

If you have any questions about completing or submitting your Implementation Plan, please contact Julia Lawton at jlawton@achievingthedream.org