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2017 Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2017 annual reflection with their name and title.

- James Todd, Vice President of Student Services
- Al Alt, Vice President of College and Administrative Services
- Jennifer Hamilton, Vice President of Instruction
- Jill Stearns, President
- College Council
- College Participatory Decision-Making Councils
- College Committees

Student Success Vision

- a) Briefly outline your institution's current 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 has prioritized expanding access, accelerating student success, and creating clear educational pathways to transfer, degree/certificate completion, 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. The College has been accepted as part of the California Guided Pathways Project, and will be implementing guided pathways over the next two years.

Our approach to the development of 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



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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 help your institution achieve its student success vision. We recommend identifying 2-3 priorities. Each priority is likely 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.

MJC is beginning the process of developing an underlying Theory of Change² (TOC) for transformational student success at our college. Over the first two years as a member of the ATD Network, our institutional dialogue 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. 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 Capacity Framework has provided our college with a metacognitive structure through which we can reflect upon our strengths and challenges, build a “student focused culture”, and develop a strategic approach to planning.



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Systemic Change Priorities:

- Improve strategic, integrated planning and evaluation
 - 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
 - Redesign student advising through early alert system and cohort work
- Expand access and accelerated student success
 - Integrated, holistic, academic and student support services
 - Redesign developmental education pathways
- Implement Guided Pathways
 - Create clear educational pathways to transfer, completion of degree/certificate, skill-building, and/or other educational goal attainment
 - Build faculty advising models

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) What key metric(s) are you using to measure progress on achieving your student success vision?

Data source(s)

Select all that apply:

- Aspen Prize for Community College Excellence
- IPEDS
- National Community College Benchmarking Project
- National Student Clearinghouse
- Pathways Project (AACC)
- Predictive Analytics Reporting Framework
- Student Achievement Measure
- Voluntary Framework of Accountability
- Other? IEPI, ACCJC Institution-Set Standards

Modesto Junior College (MJC) utilizes several key external data sources regarding student achievement, including IPEDS, and the CCCC Datamart, Scorecard, and CTE Launchboard. The College also engages student learning and achievement data through its internal Colleague/Datatel system and eLumen SLO platform. The College is part of the California Guided Pathways Project, and will track



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student data based on provided categories and definitions. MJC also reviews Key Performance Indicators (KPIs) as part of an annual goal-setting process of reporting data to the California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI). The College reviews its performance in relation to our locally defined ACCJC Institution-Set Standards on an annual basis.

MJC is implementing the Hobsons Predictive Analytics Reporting (PAR) Framework, which will provide a dashboard of student success and measure the efficacy of employed interventions. PAR will connect to the Hobsons Early Alert System and Degree Planning software.

The College values and regularly reviews disaggregated data to understand overall progress and completion rates, and equity gaps for disproportionately impacted student groups. Over the last year, the Institutional Research Office recently developed data dashboards that provide disaggregated course, program, and division-level success rates. MJC now uses several data dashboard snapshots within Program Review to engage in ongoing assessment of progress and completion rates, as well as to measure changes in degree and certificate completion, gainful employment, and transfer velocity. ([Program Review Data Dashboards](#), [IR Dashboards Synopsis](#)) The College also has implemented a comprehensive set of SLO data dashboards to communicate disaggregated program, general education, and institutional learning outcomes for all departments. ([Institutional SLO Data Dashboards](#))

Key data points from the [MJC ATD 2016 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



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or higher). Only 657 students (3.6%) assessed into a transferable, college level Math (above MATH-90). Roughly 19% had no assessment score recorded when the 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.



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Progress Update

Reflect with your group on your institution's progress with building capacity in each of seven critical areas that contribute to improving student success over the past academic year. Consider both the positive factors and the challenges affecting the student success efforts at your institution. Note which areas will be priorities for further development in 2017-2018

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Is this area part of your strategic plan? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

MJC has made progress in two key leadership areas: (1) the building of a comprehensive structure for institutional communication and planning through the Educational Master Plan, and (2) the continued work on the college participatory governance framework and document, *Engaging All Voices*.

Over the last two years, the College developed a five-year [Strategic Plan](#) along with a corresponding updated [Education Master Plan](#) (EMP) through a large-scale, collaborative process for input. The EMP is designed to purposefully address the work of the college, and especially the identified goals in plans crafted in response to multiple statewide initiatives, including:

- Redesigning developmental education
- Closing achievement gaps for student populations
- Developing clear pathways for students
- Helping students acclimate to college processes and responsibilities
- Building a culture of inquiry and evidence based decision making to support equitable educational outcomes and student success.

The EMP is a framework for communication amongst workgroups, councils, stakeholders, and participatory governance groups across the college. [Templates](#) have been produced to show progress on initiatives and interventions, including a reporting structure for all groups. Multiple workgroups are now implementing the EMP, including activities, timelines, and data to be evaluated.

The College has reaffirmed its participatory governance document, *Engaging All Voices*, and has appointed a workgroup to continue to make recommendations to the College Council on improved communication and leadership across constituencies.



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Challenges

The College has three vision and leadership challenges ahead for the 2017-2018 academic year:

- Communication and leadership of the California Guided Pathways Project.
- The implementation of the Education Master Plan framework.
- The continued refinement of the college participatory governance document, *Engaging All Voices*.

Data & Technology

The institution's capabilities to collect, access, analyze and use data to inform decisions, and to utilize and leverage technology to support student success.

Is this area part of your strategic plan? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

The College has made significant progress in the areas of data collection and communication and program review. The institution has invested heavily in building data dashboards that communicate disaggregated course, program, and division-level progress and success rates; these dashboards measure degree and certificate completion, gainful employment, and transfer velocity. The Institutional Research Office has also developed a comprehensive set of SLO data dashboards to communicate disaggregated program, general education, and institutional learning outcomes for all departments. Program review now draws on disaggregated sets of achievement and learning data, as well as sets department goals and addresses equity gaps across student populations. ([Program Review Data Dashboards](#), [IR Dashboards Synopsis](#), [Institutional SLO Data Dashboards](#), [Program Review Template](#))

The Student Success and Support Program and Student Equity plans developed and implemented by MJC have centered on making sure all students have completed core services, including educational planning. Student Success Specialists and Student Success Support Program (SSSP) Counselors were hired in order to provide just-in-time services, coaching, and intrusive interventions that would help to



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close achievement gaps. The College has invested in the California Educational Planning Initiative, which has included Hobsons Early Alert and Degree Planning platforms. In addition, the College has purchased the Hobsons Predictive Analytics Reporting Framework, which will measure the effectiveness of our interventions and help us focus on intrusive work with students in need.

Challenges

The College is improving the Program Review process, including its review and reporting throughout the participatory governance structure. The Program Review Workgroup has developed a new [handbook](#), and over the course of the next year, the workgroup will evaluate the efficacy of the new framework set forth in the handbook. An important next step is to identify processes that incorporate this rich information to improve student learning. With deepened capacity for course assessment, evaluation, and improvement, the College aims to strengthen the processes by which individual and group analysis shape these changes. Evaluation processes that assess, analyze, and document program improvements based on student learning need to be solidified to establish a comprehensive and consistent approach to institutional effectiveness. The College has identified a need to strengthen processes that lead to meaningful, relevant analysis of learning and documented improvement of courses and programs in a full cycle of integrated planning.

The challenges in implementing an effective and fully utilized early alert system remain. With the adoption of the Hobsons platforms, training faculty and developing a culture of early alert remain as large-scale projects. The redesign of student advising, which includes the development of cohorts and a culture of accountability, also is an additional challenge ahead for the College.



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Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Is this area part of your strategic plan? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

The College has embraced a commitment to student equity as a central priority. The College has implemented three major plans regarding equity, including the California Basic Skills Initiative (BSI) plan, the Student Support and Success Program (SSSP) plan, and the Student Equity Plan (SEP). These initiatives have included direct services for students, professional development for faculty, and the hiring of faculty, classified staff, and administration dedicated to these efforts.

Recently, MJC implemented full-scale student services on both campuses, including a “one-stop shop” for admissions and financial aid located adjacent to counseling services. Additionally, the College has negotiated free transportation for students in Modesto and Stanislaus on bus routes starting in 2017. The College has also adopted Umoja as a framework for holistically serving students in a new multicultural center. Committees and workgroups are engaged in the development of many projects to close achievement gaps, including:

- Accelerated remedial English courses
- Noncredit remedial math courses
- Implementing drop-in centers for group education planning and core services
- Student success specialists who work just-in-time with students in need (referring, coaching)
- Developing multiple measures for math and English placement
- Establishing a robust early alert system for at-risk students
- Faculty review and revision of syllabi to reduce equity gaps for students
- Faculty training in ways to improve teacher/student relations with men of color
- Development of a competency-based credit process
- Development/enhancement of CTE programs
- Implementation of a new Career Services center
- Installation of enrollment planning analytics to inform class scheduling



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Challenges

The College has several challenges ahead:

- Developmental education and mathematics still pose significant barriers to student success and completion, and the College needs to continue evaluation of curricular pathways and placement strategies.
- The integration of Basic Skills Initiative, SSSP, and Student Equity Plan is scheduled for Fall 2017, and the College will need to develop a fully integrated plan for discussion through the participatory governance framework.
- Continued focus on equity across instructional areas remains a priority, including providing professional development for pedagogical and curricular modifications that address achievement gaps, the engagement of achievement and learning data at the department level, and the development of more cohesive student advising by faculty as discipline experts.
- The College is working on providing assistance for students, including housing insecurities, food insecurities, and employment. The College is also working on specific services to help formerly incarcerated or system-affected students to acclimate to the college and be successful.

Teaching & Learning

The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success

Is this area part of your strategic plan? Yes No

Did your college pursue any new or scaled strategies in this area during the past academic year? Yes No

Progress was made in 2015 and 2016, the College held two three-day “Great Teachers Retreats” at Asilomar Conference Grounds, engaging data, pedagogy and curricular reform to address success and equity. MJC identified African American students as the student group with the greatest equity gaps in nearly every measure, and Hispanics as the next group facing achievement gaps. The College has undertaken multiple activities to increase learning and completion for these student populations, including professional development for faculty and students, expert consultants who came to the



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college to discuss effective approaches for reaching students of color, and focus groups to identify root causes of challenges for this population.

Ongoing projects include:

- The College developed a multiple measures policy in spring 2016/fall 2017. The new policy enables students to place directly into college level math or English courses or increase their placement in developmental courses, based on their high school GPA. Students are placed into courses based on GPA or assessment results, whichever places them at the highest level. Students will begin placing under this new policy in fall 2017 and the impacts of the policy will be measured in the coming months. In addition, faculty in the English and mathematics departments have worked to redesign curriculum that shortens the time for developmental students to move into college level courses.
- The College has developed two accelerated English courses. First, English faculty researched and developed a new course, English 45, which is a six-unit course taught using accelerated learning pedagogy that combines content from two developmental English courses and prepares students for English 101. Second, English faculty also developed a corequisite course, English 100, for students one-level below transfer, which provides just-in-time learning for students while completing English 101 requirements. All faculty teaching the courses have completed training derived from the California Acceleration Project (CAP). Success rates for the first student cohort (fall 2016) was 56%; however, when compared to the success rates of an English 49 cohort, (the lowest traditional English level), measuring their progression through English 101, (college level English), success rates were nearly twice as high in the accelerated model (56% compared to 28.7%).
- A new, noncredit Math Emporium has been developed, and is currently being piloted in Summer 2017 for lowest level math content. The modularized courses are designed to enable students to progress through concepts at their own pace. This software-based approach includes a diagnostic element that focuses work where students most need it. Instructors and tutors will be in the math lab for additional assistance. Students can complete a module and move into the next, based on individual needs. This model is based on multiple emporium models across the country showing promising results and will be measured and refined over the next year. The Math Emporium will enable students to potentially complete the equivalent of 10 units of math within a single semester.
- The College has developed and scaled a First-Time-In-College course for incoming freshman, with enrollment of nearly 20 sections of 40 students in 2017. The course meets general education requirements and transfer credit while focusing on essential services and support for new students.



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- Faculty are working on designing and implementing the Reading Apprenticeship initiative across the campus to address critical reading skills through an organized pedagogical approach for students.
- The Office of Student Equity will roll out the Center for Organizational Responsibility and Advancement (CORA) Institute pedagogical training modules for addressing the educational and support needs of men of color.
- The College has worked with the Center for Urban Education (CUE) at the University of Southern California for the last two years with profound results in a training program to investigate section-level data and respond to equity gaps by faculty members. Faculty address syllabi and redesign their course in a semester-long professional development program.
- A room has been refurbished as a multicultural center where faculty meet with students for mentoring and academic support activities. Over 200 male African American and Hispanic students are currently included in a "Male Collaborative" project, and the College will also begin an Umoja program in 2017. These students receive intensive coaching and intervention from two Student Success Specialists and various faculty members.

Challenges

The campus is engaged in many discussions about increasing the number of students who reach gateway courses in math, English, and other general education areas. While different disciplines are exploring a variety of options, it is an important issue that is preparing us to pursue the development of guided pathways. Challenges remain in that significant achievement gaps still persist, particularly for African American and Hispanic students. Continued professional development in the areas of pedagogical and curricular reform is most likely needed.

Administrators and faculty are currently developing additional interventions focused on African American students. A fundamental challenge in all these discussions is how the college can scale effective practices that work for small cohorts, but which often require a high commitment of human resources. For example, one element of the Male Collaborative project is the linking of courses into learning communities for students who commit to the program. This provides an informal peer support system without high cost. This program element can be leveraged with additional activities: workshops, study sessions, and mentoring.



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Engagement & Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Is this a high priority area for your institution? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

The College is engaged in many relationships involving internal and external stakeholders concerning student success and the improvement of student outcomes, including:

- Central Valley Higher Education Consortium. The MJC college president is one of 26 CEOs from accredited public and private colleges and universities in the California Central Valley who meet together regularly to plan ways to improve the college-going culture and increase educational achievements of residents of the ten-county region of Central California.
- Stanislaus County Education Partnership. MJC partners closely with the Stanislaus County Office of Education and California State University, Stanislaus to develop programs and services that provide a seamless educational pipeline from K-12 through community college and into a 4-year university.
- Stanislaus Futures. MJC partners closely with the Stanislaus Community Foundation and the Stanislaus County Office of Education and California State University, Stanislaus to develop programs and services that provide a seamless educational pipeline from K-12 through community college and into a 4-year university.
- Stanislaus Manufacturing and Maintenance Joint Apprenticeship Program. The MJC Technical Education Division is part of consortium of eight regional advanced manufacturing companies whose aim is to develop curriculum based on industry needs, provide program support for training future employees, and implement an apprenticeship program leading to permanent jobs for students.
- Stanislaus County Farm Bureau. The MJC Agriculture and Environmental Sciences Division partners with the Stanislaus County Farm Bureau to develop industry-driven curriculum, co-host regional workshops and conferences, provide student internships and guest speakers, and serve as advisory committee members. Students regularly engage with Farm Bureau members through this partnership, leading to internships and permanent job placements.



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- Gallo Center for the Arts. The MJC Music, Dance and Theater departments partner with Gallo Center for the Arts (GCA) in multiple student-focused events: a co-sponsored “Music Lives!” concert series; set construction space provided by the college for GCA productions; collaboration on technical theater and audio production training certificates; master classes for MJC dance students with touring companies; co-production of *Our Town* and *Tomas and the Library Lady*. This partnership gives students an opportunity to work in a state-of-the-art performance facility.
- Student Success and Equity Committee. The MJC Student Success and Equity Committee includes internal stakeholders and community members. The committee is responsible for the planning, implementation, monitoring, evaluation, and effectiveness of the Student Success and Support Program, Student Equity Planning, and Basic Skills Initiative. The Committee also discusses the implications and disseminates information regarding adult education, Career Development and College Preparation pathways, non-credit coursework, and vocational pathways.

Challenges

The College faces challenges in engagement and communication in terms of building an overall strategy for informing the campus about ongoing community partnerships and building more strategic partnerships with local industry.

- Over the course of the next year, the SSEC will become a platform to discuss, map, and showcase ongoing community partnerships, including those with the county, city, nonprofit, and faith-based sectors.
- In terms of strategic industry partnerships, the California Strong Workforce initiative requires building “more and better” career and technical education degrees, and it will require more input and direct involvement of various departments on campus. Over the course of the next year, the college will strategize on how to best bring together various departments with industry in order to provide more robust forms of internships and curricular pathways that meet local needs.
- The emergence of a new Career Services Center on West Campus in Fall 2017 provides an opportunity to better engage local industry and catalyze existing partnerships to provide internships and job opportunities for students.



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Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Is this area part of your strategic plan? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

The College has made significant progress in strategy and planning. The College has implemented statewide plans for the Student Support and Success Program, Student Equity, Basic Skills, Adult Education, Distance Education, and Strong Workforce. In 2015, The College reinstated the Office of Institutional Research with the hiring of a research director and analyst; most recently, a Dean of Institutional Effectiveness has been hired.

The College approved a strategic, five-year [Educational Master Plan](#) (EMP) that includes a comprehensive work map to achieve College priorities. Through a unique approach that empowers stakeholders across the college, [workgroups](#) have been constructed to concentrate on particular areas and report to participatory governance groups. The process calls for reporting on the progress and evaluation of work, and it also includes elements specifically designed to promote process, assessment, and accountability. ([Workgroup Progress and Self-Evaluation Template](#)) The structures and processes outlined in the EMP identify specific tasks that will improve institutional planning and evaluation. The College has identified an Actionable Improvement Plan outlined in the 2017 ACCJC Institutional Self-Evaluation Report, building on the objectives of the EMP to develop a comprehensive cycle of planning, implementation, and evaluation. A comprehensive cycle will be developed and approved by Spring 2019.

The College has held two Achieving the Dream Data Summits that brought together key data sets in college-wide forums. The College has also used Achieving the Dream as an umbrella philosophy to bring together the main themes of statewide initiatives and to focus on more integrated planning ([MJC Achieving the Dream Planning Brochure](#)). In Spring 2017, the College used the Data Summit to discuss, articulate, and embrace a central goal: to raise the completion rate for the College by 10% over 5 years, from 43.3% to 53.3%, as measured by the California Community Colleges Chancellor's Office Scorecard.

The College was chosen to be part of the California Guided Pathways Project, following the AACC model. This framework will help to bring together initiatives that were in place at the college, but will be more integrated, including: developmental education redesign, constructing clear



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degree/certificate pathways for students, and holistic advising for students across the campus. The College is committed to collegial, collaborative work to develop a pathways model that can be broadly supported by faculty and staff and that will improve student achievement. Over the last two years, the College has expanded capacity in its Student Services division, piloted new approaches in basic skills, and explored guided pathways through campus-wide reading and professional development. These experiences have greatly increased the institutional readiness to take on the work of redesigning ways to assist students in reaching their educational goals.

Challenges

The College still has significant work to do in terms of strategy and planning, including:

- The College will write and implement the 2017 CCCC Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative Integrated Plan.
- The College will participate in the California Guided Pathways Project, with implementation in 2019.
- The College will implement the 2017-2022 Educational Master Plan and work model.
- The College will continue its work and planning related to the Strong Workforce Program initiative from the CCCC.



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Policies & Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Is this area part of your strategic plan? Yes No

Did your college pursue any strategies in this area during the past academic year? Yes No

Progress

MJC has made significant progress in reviewing policies and practices. The College Council regularly reviews district policy and procedures, which enables constituent review and feedback before YCCD Board approval.

Review of disaggregated institutional data and feedback about services in a 2015 student-focus survey led to the development of a Department of Education Title V Grant entitled “Removing Barriers for Underrepresented Students.” ([Title V Grant Narrative](#)) Along with several funding sources including Student Equity and Adult Education, the grant has enabled the College to remove:

- physical barriers through a facility renovation that now enables the provision of comprehensive services to students
- procedural barriers through redesigned staff positions that streamline services
- academic barriers through the development of noncredit supplemental learning

Work in policy and procedure review continues at the college, including in the areas of admissions, placement and assessment, financial aid, student services, and instructional areas. Student Success Specialists regularly meet to discuss the experience of students and are cataloguing the written and “unwritten” institutional policies that help and impact student success. A new Dean of Instruction and Student Learning will serve as the Activities Director for the Title V Grant, and will help to facilitate the necessary conversations across the campus to improve policies and procedures.

Challenges

The College has work to do in continuing to foster a “student-centered” culture on campus that is reflected in policies and practices. In 2015, the College engaged the Disney Institute to provide focused training on individual purpose and ways to serve for administrators, faculty, and classified professionals. From that training, seven themes were developed and shared with managers and



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classified professionals concentrating on improving student equity and building a student-centered culture. A training outline labeled “Purpose Trumps Task” was developed for all managers to use with department staff in identifying individual and department purpose at the institution. More professional development and highlighting student experiences is needed to continue the transformational work of building a student-centered culture at MJC.

Several processes will continue at the college that focus on policies and practices:

- The Title V grant work, focusing on Removing Barriers, will continue to illustrate and address physical, procedural, and academic barriers for students.
- The College plans to use the new Educational Master Plan structure to continue to review policies and practices that hinder student success and equity.
- The Student Success and Equity Committee will continue to disseminate information from student focus groups, which will illuminate difficulties students face which on their educational journey at MJC.
- The Guided Pathways Project will bring together admissions, placement and assessment, registration, counseling, career and transfer planning, and instruction. The structured dialogue concerning how to improve students’ median time to degree and their overall success should generate more student-centered policies and practices.