



MODESTO JUNIOR COLLEGE

# Student Equity Plan

# 2014-2017

**Modesto Junior College**  
**Student Equity Plan**  
**2014 - 2017**

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College Name: **Modesto Junior College**

District Name: **Yosemite Community College District**

Signature of College Student Equity Coordinator \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Academic Senate President \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Vice President of Student Services \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College Vice President of Instruction \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of College President \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of District Chancellor \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Section B. Executive Summary

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Modesto Junior College (MJC), a federally-designated Hispanic-Serving Institution (HSI), provides educational opportunities for approximately 24,000 students. Multiple programs and services address the needs of our diverse student population. Faculty, staff and administrator commitment to student success is the focus of the college mission:

*MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.*

The MJC 2014-2017 Student Equity Plan (SEP) analyzes data and outlines initiatives to ensure students from underrepresented populations at the college have an equal opportunity for access and success. The plan was developed after thoughtful evaluation of current activities and review of student outcome indicators. Drafts of the SEP were reviewed by campus constituencies and approved by the by Academic Senate on December 4, 2014, College Council on December 8, 2014, and the YCCD Board of Trustees on December 10, 2014. The SEP and the progress toward reaching our goals will be evaluated and refined by the SSEC on an annual basis through the college process of participatory government.

**Student Equity:** The college is dedicated to improving student equity which means providing programs, policies and services that mitigate “disproportionate impact” that occurs when “the percentage of persons from a particular racial, ethnic, gender, age, or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedures is a valid and reliable predictor of performance in the relevant educational setting” [Title 5 Section 55502(d)]

**MJC Student Equity Philosophy:** MJC has a long-standing commitment to serving the unique needs of underrepresented students. Modesto’s location on Highway 99 in California’s Central Valley has been a stopping place for refugees, immigrants, and migrant farm laborers for many years. Today, in Stanislaus County, Anglo, Hispanic, Italian and Portuguese cultural traditions co-exist with Chinese, Basque, Sikh, Swede, Assyrian, Armenian, Russian, African American, Hmong, Laotian, Miwok and Yokuts indigenous groups, among others.

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 Development Methodology** – Thorough research was undertaken in order to develop an evidence-based Student Equity Plan for MJC. 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). Best practices and national resources were investigated to identify promising interventions for the plan. The California Community College Chancellor’s Student Equity Plan; access, success, and equity guidelines from multiple resources; and successful national models have informed and shaped this plan.

MJC used the “80% Rule” defined by the Chancellor’s Office in evaluating success rates. This methodology **compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup**. It is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

Campus stakeholders engaged in multiple college committee meetings and open-invitation discussions over several months to identify the priorities for student equity. Workgroups developed objectives and activities outlined in this plan. Additional refinement was made after college constituents reviewed the original draft.

### **Student Success & Equity Committee**

The Student Success and Equity Committee is made of the following voting members (all faculty members are appointed by the MJC Academic Senate):

- Co-Chair (Faculty Member)
- Co-Chair (Administration)
- Counseling Faculty Member (General Counseling)
- Counseling Faculty Member (Special Programs)
- Basic Skills Faculty Member (English/Reading/ESL)
- Basic Skills Faculty Member (English/Reading/ESL)
- Basic Skills Faculty Member (Math)
- Instructional Faculty Member (Career Technical Education)
- Instructional Faculty Member (General Education/Transfer)
- Vice President of Instruction
- Vice President of Student Services
- Dean, Literature and Language Arts
- Dean, Science, Math and Engineering
- Dean, Career Technical Education
- Dean, Student Services
- Classified Staff
- Classified Staff
- ASMJC Representative

The following are non-voting members:

- MJC Researcher
- Manager, Learning Center
- FTIC Coordinator
- Any faculty, staff, administrator, or ASMJC representative beyond the above that is appointed and continually serves on the committee

**Target Groups:** Modesto Junior College is committed to access, completion, and excellent education for all students in the service area. Particular groups are targeted for these areas, based on equity indicators. Additional research will be undertaken through this plan to identify disparate impact on other populations, including foster youth, veterans, students with disabilities, and economic subgroups. Current data identified these target groups:

- Access: Hispanic students
- Course Completion: African American students
- Degree/Certificate Completion: African American students
- ESL/Basic Skills Completion: Hispanic, African American and Asian students
- Transfer: Hispanic and African American students

**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.

### **Indicator Findings and Goals:**

**ACCESS FINDINGS:** 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. National data are similar to MJC on college going difference between males and females. The Hispanic data is more troubling, but a deficit of this analysis is that comparisons were not made in this analysis of the “First Time to MJC Class” to the exiting high school class.

There is a disparity of nine percentage points in Hispanic student enrollment compared to high school graduating seniors. Comparison of exiting high school graduates to entering MJC students will demonstrate whether or not there is disparate impact on other groups, such as African American students.

**ACCESS GOAL:** Increase the percentage of first-time-in-college Hispanic students.

**COURSE COMPLETION FINDINGS:** African American students demonstrate consistently lower success rates than other races/ethnicities. Their success rates have resulted in disproportionate impact across all types of coursework.

**COURSE COMPLETION GOAL:** Increase course completion for all students with particular attention to African American students.

**ESL AND BASIC SKILLS COMPLETION FINDINGS:** 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.

**ESL AND BASIC SKILLS COMPLETION GOAL:** Increase course completion in ESL and Basic Skills courses for all students with particular attention to African American and Hispanic students.

**DEGREE AND CERTIFICATE COMPLETION FINDINGS:** Almost 70% of cohort students earn 30 units, but only 11% of students earn a degree or certificate. According to the Transfer Velocity study, 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. In regard to disproportionate impact, older students and students of color tend to do less well than reference groups.

**DEGREE AND CERTIFICATE COMPLETION GOAL:** Increase degree and certificate completion for all students with particular attention to African American and Hispanic students.

**TRANSFER FINDINGS:** Based on the Transfer Velocity report, 30% of students transfer. There is some disproportionate impact among student 20 years and older, Hispanics and “unknown” race/ethnicity.

**TRANSFER GOAL:** Increase the number of students who transfer to a four-year university with particular attention to Hispanic and African American students.

### Major Initiatives for MJC Student Equity Plan

- Improve data gathering, analysis and communication
- Data coaching
- Enhance outreach and marketing efforts
- Develop new multi-disciplinary First-time-in-College (FTIC) course
- Explore and support course redesign and sequencing
- Deep dive in researching, identifying and implementing best practices to help students of color succeed
- Improvement of transfer pathways
- Faculty professional develop
- Proactive communication with students on progress-toward-completion (degree audit)

**Section B. Campus-Based Research**

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The Chancellors' Office guidelines for student equity planning research identify five key areas to be investigated. These include Access, Course Completion, Basis Skills Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. Each of these five areas requires an analysis of disproportionate impact be conducted disaggregating data by the demographic variables of gender age and race/ethnicity.

In trailer bill language adopted after the guidelines were developed, additional breakouts by foster youth, veterans, disability, disabled and levels of poverty were added. These additional breakouts were addressed in course completion data but were added too late for a thorough analysis to be conducted and will be address in the next planning cycle. Given the size of MJC, to maintain statistical reliability, cell sizes of less than 100 were not included in the disproportionate impact calculations. That said, MJC recognizes there is disproportionate impact potentially occurring in cell sizes of less than 100. Consequently, we will analyze this information further through the implementation of this plan.

The following report displays and analyzes outcomes for the five indicators by the demographic variables originally cited.

The Chancellor's Office suggested methodology that creates cohorts of students who have to first attain a certain level of success before they are included greatly reduces the number of students reviewed in this analysis. While MJC used the Chancellor's Office methodology, we are committed to conduct local research on the MJC student population on each of the indicators, where appropriate, and data is available through the implementation of this plan to determine the actual outcomes.



**ACCESS**

	HS Grad class		MJC		
	2012-13		2013-14		
	Number	Percent	Number	Percent	Diff
Female	3,963	49%	13,723	57%	-8%
Male	4,117	51%	10,245	43%	8%
Undeclared			67	0%	N/A
African American	301	4%	901	4%	0%
Asian	361	4%	1,305	5%	-1%
Filipino	69	1%	245	1%	0%
Hispanic	4164	52%	10,442	43%	9%
Native	67	1%	124	1%	0%
Pacific Islander	71	1%	229	1%	0%
Two or More Races	173	2%	900	4%	-2%
White	2822	35%	8,807	37%	-2%
Undeclared	52	1%	1082	5%	-4%
<b>Total</b>	<b>8080</b>	<b>100%</b>	<b>24,035</b>	<b>100%</b>	

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

The table above shows the matriculation of county high school students to Modesto Junior College (MJC). Differences in cohort population by gender and race/ethnicity are highlighted. As displayed, females are overrepresented at MJC (8%) and Hispanics are unrepresented by 9%. Nationally, females are enrolling at higher rates than males, so this finding is not considered disproportionate. However, the Hispanic enrollment is lower than expected.

**2013-14  
Basic Skills Course Completion**

	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80 % Index</b>
<b>All</b>	5067		3236	64%	
Female	3193	63.0%	2134	67%	1.00
Male	1872	36.9%	1100	59%	0.88
1 to 17	60	1.2%	38	63%	0.94
18 & 19	1553	30.6%	997	64%	0.96
20 to 24	1454	28.7%	881	61%	0.93
25 to 29	577	11.4%	383	66%	0.99
30 to 34	344	6.8%	225	65%	0.97
35 to 39	231	4.6%	155	67%	1.00
40 to 49	420	8.3%	277	66%	0.98
50 +	428	8.4%	280	65%	0.97
African-American	254	5.0%	124	49%	0.69
American Indian/Alaskan Native	15	0.3%	8	53%	0.75
Asian	456	9.0%	323	71%	1.00
Hispanic	2365	46.7%	1485	63%	0.89
Multi-Ethnicity	149	2.9%	89	60%	0.84
Pacific Islander	48	0.9%	29	60%	0.85
Unknown	253	5.0%	171	68%	0.95
White Non-Hispanic	1527	30.1%	1007	66%	0.93

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Overall, 64% of students are earning an A, B C or credit in their basic skills coursework. African American students are earning disproportionately lower success rates in their basic skills coursework (49% vs 64%).

**2013-14  
Credit Course Completion**

	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80 % Index</b>
<b>All</b>	111,773		75,930	68%	0.89
Female	63,102	56.5%	43,840	69%	0.91
Male	48,488	43.4%	31,950	66%	0.86
Unknown	183	0.2%	140	77%	1.0
1 to 17	2,172	1.9%	1,638	75%	1.0
18 & 19	33,746	30.2%	22,354	66%	0.88
20 to 24	42,965	38.4%	28,827	67%	0.89
25 to 29	13,603	12.2%	9,434	69%	0.92
30 to 34	6,920	6.2%	4,919	71%	0.94
35 to 39	4,057	3.6%	2,976	73%	0.97
40 to 49	5,088	4.6%	3,591	71%	0.94
50 +	3,222	2.9%	2,191	68%	0.90
African-American	4,147	3.7%	2,081	50%	0.68
American Indian/Alaskan Native	597	0.5%	427	72%	0.98
Asian	6,858	6.1%	4944	72%	0.98
Hispanic	48,412	43.3%	31,752	66%	0.89
Multi-Ethnicity	4,687	4.2%	3,149	67%	0.92
Pacific Islander	1,008	0.9%	670	66%	0.91
Unknown	4,331	3.9%	3,176	73%	1.00
White Non-Hispanic	41,733	37.3%	29,731	71%	0.99

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Students in credit courses are earning an A, B, C or Credit in 68% of their coursework. As with basic skills coursework, African American students are earning disproportionately lower success rates in their credit coursework.

**2013-2014  
Degree Course Completion**

	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80 % Index</b>
All	106,540	100.0%	72,542	68%	
Female	59,777	56.1%	41,584	70%	0.91
Male	46,582	43.7%	30,820	66%	0.87
Unknown	181	0.2%	138	76%	1.00
1 to 17	2,111	2.0%	1,599	76%	1.00
18 & 19	32,168	30.2%	21,333	66%	0.88
20 to 24	41,430	38.9%	27,872	67%	0.89
25 to 29	12,998	12.2%	9,025	69%	0.92
30 to 34	6,562	6.2%	4,681	71%	0.94
35 to 39	3,820	3.6%	2,816	74%	0.97
40 to 49	4,662	4.4%	3,309	71%	0.94
50 +	2,789	2.6%	1,907	68%	0.90
African-American	3,887	3.6%	1,953	50%	0.68
American Indian/Alaskan Native	579	0.5%	416	72%	0.98
Asian	6,388	6.0%	4,608	72%	0.98
Hispanic	45,980	43.2%	30,204	66%	0.89
Multi-Ethnicity	4,531	4.3%	3,054	67%	0.91
Pacific Islander	958	0.9%	639	67%	0.91
Unknown	4,076	3.8%	3,003	74%	1.00
White Non-Hispanic	40,141	37.7%	28,665	71%	0.97

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Students in Degree level courses are earning an A, B, C or Credit in 68% of their coursework. As with basic skills and credit coursework, African American students are earning disproportionately lower success rates in their credit coursework (50% vs. 68%).

**2013-14  
Transfer Course Completion**

	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80% Index</b>
All	93,021	100.0%	63,676	68%	0.89
Female	52,027	55.9%	36,461	70%	0.91
Male	40,831	43.9%	27,090	66%	0.87
Unknown	163	0.2%	125	77%	1.00
1 to 17	1,949	2.1%	1,479	76%	1.00
18 & 19	28,589	30.7%	19,066	67%	0.88
20 to 24	36,311	39.0%	24,563	68%	0.89
25 to 29	11,236	12.1%	7,820	70%	0.92
30 to 34	5,614	6.0%	4,010	71%	0.94
35 to 39	3,203	3.4%	2,388	75%	0.98
40 to 49	3,889	4.2%	2,805	72%	0.95
50 +	2,230	2.4%	1,545	69%	0.91
African-American	3,425	3.7%	1,707	50%	0.67
American Indian/Alaskan Native	504	0.5%	368	73%	0.98
Asian	5,569	6.0%	4,020	72%	0.97
Hispanic	39,909	42.9%	26,347	66%	0.89
Multi-Ethnicity	4,034	4.3%	2,720	67%	0.91
Pacific Islander	818	0.9%	550	67%	0.91
Unknown	3,512	3.8%	2,605	74%	1.00
White Non-Hispanic	35,250	37.9%	25,359	72%	0.97

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Students in Transfer level courses are earning an A, B, C or Credit in 68% of their coursework. As with basic skills, credit, and degree level coursework, African American students are earning disproportionately lower success rates in their credit coursework (50% vs. 68%).

**2013-14  
Vocational Course Completion**

	Enrollment Count	% of Cohort	Success Count	Success Rate	80 % Index
All	28,208	100.0%	19,765	70%	
Female	15,723	55.7%	11,317	72%	1.00
Male	12,442	44.1%	8,412	68%	0.94
Unknown	43	0.2%	36	84%	1.16
1 to 17	297	1.1%	217	73%	0.95
18 & 19	5,783	20.5%	3,723	64%	0.84
20 to 24	10,037	35.6%	6,953	69%	0.90
25 to 29	4,487	15.9%	3,257	73%	0.94
30 to 34	2,542	9.0%	1,903	75%	0.97
35 to 39	1,618	5.7%	1,247	77%	1.00
40 to 49	2,090	7.4%	1,533	73%	0.95
50 +	1,354	4.8%	932	69%	0.89
African-American	1,095	3.9%	482	44%	0.56
American Indian/Alaskan Native	178	0.6%	135	76%	0.96
Asian	1,574	5.6%	1,170	74%	0.94
Hispanic	10,930	38.7%	7,365	67%	0.85
Multi-Ethnicity	1,102	3.9%	737	67%	0.84
Pacific Islander	208	0.7%	136	65%	0.83
Unknown	1,278	4.5%	1,012	79%	1.00
White Non-Hispanic	11,843	42.0%	8,728	74%	0.93

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Students in Vocational level courses are earning an A, B, C or Credit in 70% of their coursework. As with basic skills, credit, and degree level and transfer level coursework, African American students are earning disproportionately lower success rates in their credit coursework (44% vs. 68%).

**2005-08  
ESL and Basic Skills Completion  
ESL Completion (Transition to College Level Coursework)**

	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80% Index</b>
All	589		76	12.9%	
Female	410	69.6%	53	12.9%	1.00
Male	179	30.4%	23	12.9%	1.00
< 20 years old	73	12.4%	16	21.9%	1.00
20 to 24 years old	117	19.9%	23	19.7%	0.90
25 to 39 years old	252	42.8%	28	11.1%	0.51
40+ years old	147	25.0%	9	6.1%	0.28
African American					
American Indian/Alaska Native					
Asian	146	24.8%	32	21.9%	1.00
Filipino					
Hispanic	199	33.8%	14	7.0%	0.32
Pacific Islander					
White	112	16.0%	23	0.9%	0.73

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

According to the Chancellor’s Office data system, 12.9% of student beginning in an ESL course below transfer level transition to an English course at the Transfer level. This actually transition rate may be higher, and MJC will be investigating this metric in next year’s analysis. Nevertheless, students older than 20 years of age and both African American and White students are progressing at disproportionately lower rates that reference group students.

**2005-08  
Basic Skills Completion (Transition to College Level Coursework)  
Remedial English**

	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>% Successful</b>	<b>80% Index</b>
All	6,635		2654	40.0%	
Female	3,932	59.3%	1632	41.5%	1.00
Male	2,679	40.4%	1014	37.9%	0.91
< 20 years old	4,137	62.4%	1873	45.3%	1.00
20 to 24 years old	1,313	19.8%	455	34.7%	0.77
25 to 39 years old	859	12.9%	263	30.6%	0.68
40+ years old	326	4.9%	63	19.3%	0.43
African American	302	4.6%	89	29.5%	0.69
American Indian/Alaska Native	74	1.1%	23	31.1%	0.65
Asian	484	7.3%	231	47.7%	1.00
Filipino	105	1.6%	50	47.6%	1.00
Hispanic	2,225	33.5%	837	37.6%	0.79
Pacific Islander	113	1.7%	34	30.1%	0.63
White	2,224	33.5%	949	42.7%	0.89

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

For developmental English, the overall transition rate is 40%. Students older than 20 years of age and African American, Hispanics and Pacific Islander students are progressing at disproportionately lower rates that reference group students.



**2005-08**  
**Basic Skills Completion (Transition to College Level Coursework)**  
**Remedial Math**

	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>% successful</b>	<b>80% Index</b>
All	5,350	100.0%	1692	31.6%	
Female	3,449	64.5%	1118	32.4%	1.00
Male	1,891	35.3%	570	30.1%	0.93
< 20 years old	2,574	48.1%	956	37.1%	1.00
20 to 24 years old	1,427	26.7%	440	30.8%	0.83
25 to 39 years old	935	17.5%	234	25.0%	0.67
40+ years old	414	7.7%	62	15.0%	0.40
African American	224	4.2%	47	21.0%	0.48
American Indian/Alaska Native	69	1.3%	15	21.7%	0.50
Asian	279	5.2%	122	43.7%	1.00
Filipino	68	1.3%	26	38.2%	0.87
Hispanic	1,625	30.4%	468	28.8%	0.66
Pacific Islander	89	1.7%	28	31.5%	0.72
White	2,115	39.5%	676	31.9%	0.73

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

For developmental Math, the overall transition rate is 31.6%. Students 25 years of age and older and African American, Hispanics and White students are progressing at disproportionately lower rates than reference group students.

**2007-08  
Degree and Certificate Completion  
30 Unit Completion (Overall)**

	<b>Cohort Size</b>	<b>Cohort Percent</b>	<b>Success Count</b>	<b>% Successful</b>	<b>80% Index</b>
All	2,925			69.3%	
Female	1,624	55.5%	1117	68.8%	0.99
Male	1,268	43.4%	885	69.8%	1.00
< 20 years old	2,357	80.6%	1666	70.7%	1.00
20 to 24 years old	221	7.6%	136	61.5%	0.87
25 to 39 years old	231	7.9%	151	65.4%	0.93
40+ years old	116	4.0%	73	62.9%	0.89
African American	104	3.6%	62	59.6%	0.77
American Indian/Alaska Native	32	1.1%	23	71.9%	0.93
Asian	208	7.1%	161	77.4%	1.00
Filipino	44	1.5%	33	75.0%	0.97
Hispanic	873	29.8%	562	64.4%	0.83
Pacific Islander	38	1.3%	22	57.9%	0.75
White	1,263	43.2%	911	72.1%	0.93

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Overall 69.3% of students in the cohort are attaining 30 units. African American student are succeeding at disproportionately lower rates than reference group students (59.6% vs. 69.3%).

**2007-08  
Degree and Certificate Completion  
30 units (Prepared)**

	<b>Cohort Size</b>	<b>Cohort Percent</b>	<b>Success Count</b>	<b>% Successful</b>	<b>80% Index</b>
All	569		394	69.2%	0.97
Female	258	45.5%	175	67.8%	
Male	306	54.5%	214	69.9%	1.00
< 20 years old	502	88.2%	362	72.1%	1.00
20 to 24 years old	25	4.4%	14	56.0%	
25 to 39 years old	29	5.1%	14	48.3%	
40+ years old	13	2.2%	4	30.8%	
African American	17	3.0%	8	47.1%	N/A
American Indian/Alaska Native	1 to 9			75.0%	N/A
Asian	28	4.9%	21	75.0%	N/A
Filipino	13	2.3%	13	100.0%	N/A
Hispanic	110	1.9%	68	61.8%	0.88
Pacific Islander	1 to 9			50.0%	N/A
White	310	5.5%	218	70.3%	1.00

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Of those students who were defined as prepared, 69.2% attained 30 units. No disproportionate impact was noted.

**2007-08  
Degree and Certificate Completion  
30 units (Unprepared)**

	<b>Cohort Size</b>	<b>Cohort Percent</b>	<b>Success Count</b>	<b>% Successful</b>	<b>80% Index</b>
<b>All</b>	2,356		1,633	69.3%	
Female	1,366	58.0%	943	69.0%	0.99
Male	962	40.8%	671	69.8%	1.00
< 20 years old	1,855	78.7%	1,304	70.3%	1.00
20 to 24 years old	196	8.3%	122	62.2%	0.88
25 to 39 years old	202	8.6%	137	67.8%	0.96
40+ years old	103	4.4%	69	67.0%	0.95
African American	87	3.7%	54	62.1%	
American Indian/Alaska Native	24	1.0%	17	70.8%	
Asian	180	7.6%	140	77.8%	1.00
Filipino	31	1.3%	20	64.5%	
Hispanic	763	32.4%	494	64.7%	0.83
Pacific Islander	34	1.4%	20	58.8%	
White	953	40.4%	692	72.6%	0.93

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

Of those students who were defined as under-prepared, 69.3% attained 30 units. No disproportionate impact was noted.

**2007-08 through 2013-14 Awards  
Degree and Certificate Completion**

	<b>Cohort Size</b>	<b>Cohort Percent</b>	<b>Awarded Number</b>	<b>Awarded Percent</b>	<b>80% Index</b>
Female	2,504	50.0%	268	11%	1.00
Male	2,447	48.8%	199	8%	0.76
Undeclared	59	1.2%	5	8%	
<b>Total</b>	<b>5,010</b>		<b>472</b>	<b>9%</b>	
<i>African-American</i>	229	4.8%	9	4%	0.30
Asian	206	4.3%	27	13%	0.99
Filipino	52	1.1%	7	13%	1.00
Hispanic	1,710	35.8%	149	9%	0.66
Native	56	1.2%	6	11%	0.81
Pacific Islander	61	1.3%	5	8%	0.62
Two or More Races	47	1.0%	4	9%	0.64
White	2,031	42.5%	183	9%	0.68
Undeclared	618	12.9%	82	13%	1.00
<b>Total</b>	<b>4,781</b>		<b>472</b>	<b>10%</b>	
19 or less	3,344	66.7%	389	12%	1.00
20 to 24	726	14.5%	42	6%	0.50
25 to 29	308	6.1%	20	6%	0.56
30 to 34	177	3.5%	3	2%	0.15
35 to 39	172	3.4%	7	4%	0.35
40 to 49	196	3.9%	10	5%	0.44
50+	87	1.7%	1	1%	0.10
<b>Total</b>	<b>5,010</b>		<b>472</b>	<b>9%</b>	

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

In regard to degree and certificates, 11% of cohort students earned a completion. Males, African Americans, Hispanics and Whites all were disproportionately impacted when compared to the reference group. Moreover, in regard to age, student 20 years of age and older were also disproportionately impacted when compared to younger students.

## 2005-07

## SPAR

	Cohort Size	SPAR	Rate	80% Index
All	7,883	3,390	43.0%	
Female	4,399	1,896	43.1%	1.00
Male	3,425	1,469	42.9%	0.99
< 20 years old	6,453	2,986	46.3%	1.00
20 to 24 years old	594	157	26.5%	0.57
25 to 39 years old	569	175	30.7%	0.66
40+ years old	266	71	26.7%	0.58
African American	241	93	38.6%	0.77
American Indian/Alaska Native	82	40	48.8%	0.98
Asian	536	248	46.2%	0.92
Filipino	126	63	50.0%	1.00
Hispanic	2,300	844	36.7%	0.75
Pacific Islander	102	37	36.3%	0.73
White	3,374	1,590	47.1%	0.94

*Only cell sizes of more than 100 were included in disproportionate impact calculations*

For the SPAR rate, 43% of student completed a Degree, Certificate or transferred to a 4-yr institution. Students over 20 years of age, African Americans, Hispanics and Pacific Islanders succeeded at disproportionately lower rates than the reference group.

**2007-08  
Transfer Velocity**

	<b>Cohort Size</b>	<b>Cohort %</b>	<b>Success Rate</b>	<b>% Successful</b>	<b>80% Index</b>
<b>All</b>	2,058		627	30%	
Female	1,137	55.2%	334	29%	0.91
Male	899	43.7%	289	32%	1.00
Unknown	22	1.1%	4	18%	0.56
17 or Less	514	25.0%	193	38%	1.00
18 & 19	1,200	58.3%	375	31%	0.83
20 to 24	150	7.3%	29	19%	0.51
25 to 29	66	3.2%	12	18%	0.48
30 to 34	30	1.5%	7	23%	0.62
35 to 39	43	2.1%	8	19%	0.50
40 to 49	47	2.3%	2	4%	0.11
50 +	1 to 9		1 to 9	13%	0.33
African-American	60	2.9%	17	28%	0.72
American Indian/Alaskan Native	33	1.6%	9	27%	0.70
Asian	138	6.7%	54	39%	1.00
Filipino	33	1.6%	14	42%	1.08
Hispanic	564	27.4%	145	26%	0.66
Pacific Islander	18	0.9%	4	22%	0.57
Unknown	256	12.4%	68	27%	0.68
White Non-Hispanic	956	46.5%	316	33%	0.84

For transfer, the rate for the transfer velocity outcomes is 30%. 20 to 24 year olds and Hispanics and Unknown race ethnicity students earned disproportionately lower rates that the reference group students.

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**Section D. Goals, Objectives and Activities**

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**Overarching Themes and Initiatives**

Two important themes emerged through the college student equity self-evaluation. Because they are fundamental to the improvement of access, completion, ESL and Basic Skills completion, degree and certificate completion, and transfer, they are addressed first in the Goals section. Specific activities are designed to strengthen college capacity in these areas:

**1) Data collection, analysis, communication, and comprehension**

MJC is committed to evidence-based decision-making. As information on the disproportionate impact of student educational opportunities increases, the need to enhance the knowledge and skills of administrators, faculty and staff in data collection and analysis becomes critical. In reviewing available data for this plan, the Student Success and Equity Committee identified multiple questions for which data was not available. Additionally, while many data elements are collected, they may not be accessible or easily interpreted by necessary stakeholders. Finally, an improved system of data communication will increase the capacity of the college to react in a timely way to the needs of students.

In order to address this gap, the college will partner with the Achieving the Dream National Reform Network, focused on evidence-based institutional improvement for community colleges. The network will provide expert data coaches to train college administrators, faculty and staff to help them learn to better identify, interpret and use data to lead to transformative policies, programs and services for students. Additionally, the college will hire a Research Analyst whose full-time duties will be to gather and analyze data related to programs, instruction, policies, etc., and how they may impact students disproportionately. This Analyst will work closely with the new YCCD Associate Vice Chancellor of Institutional Research to identify research questions relevant to student equity.

**2) Addressing the needs of an ever-changing student population and its success**

Ethnic minorities represent sixty-three percent of the MJC student population. Forty-three percent of the total student population is Hispanic, an increase of nine percentage points in the last two years when the percentage of Hispanic students was thirty-four percent. The college recognizes that as student demographics change in the classroom, programs and services must adjust. Course curriculum and effective teaching methods relevant to students from diverse backgrounds need investigation and faculty members need support to develop approaches that reach the multiple student populations – as well as effectively close achievement gaps -- in their classrooms and programs.

In order to address this need, the college will contract with the University of Southern California Center for Urban Studies (CUS) to identify research and effective practices, and to provide deep professional development for faculty, administrators and staff related to student equity. The CUS has particular expertise regarding Latino students, the largest underrepresented student group at the college.



## Additional Questions

Baseline data for this plan looked at achievement gaps in multiple areas. There are, however more questions to consider. Additional areas to investigate have been identified for which we do not have current data. A priority in the Student Equity Plan is to understand the root causes for access and achievement gaps for underrepresented students in order to develop appropriate improvement activities. Research questions will be investigated during Year One of this plan. Questions include:

- What messages are high school counselors giving to students about college, and in particular, MJC?
- What equity issues exist regarding foster youth, veterans and other underrepresented populations?
- What additional disparate impact exists in regard to gender and/or age?
- What personal and family challenges contribute to low access and completion rates?
- How do we identify and reach critical mass for students in a classroom (online and Face-to-Face [FTF]) that encourages them to complete a course?
- Is there sufficient instructional design support for faculty to incorporate strategies that increase completion for underserved students?
- Are courses offered at times and in modalities that meet the needs of students, with particular attention focused on African American and Hispanic students (FTF, Hybrid, weekend, evening, etc)?
- What instructional methods are used in the classroom (online and FTF), particularly in developmental courses?
- What instructional methods are shown to increase student success and retention, especially for students of color?
- How do success and retention rates for compressed or accelerated courses compare with regular course offerings?
- In what ways can the college best leverage student support services and instructional areas, including the Library and Learning Center, to best support Student Equity efforts?

The next section summarizes the findings for each indicator and the action plan designed to address the findings and any disproportionate impact in students.

**ACCESS**

*Indicator: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.*

The data below shows the access gap for Hispanic students. Detailed table is found on page 5.

2013-14 Access					
Population	HS Grad Class 2012-13		Modesto JC 2013-14		Difference
	Number	Percent	Number	Percent	
All Students	8080	100%	24,035	100%	
Hispanic	4164	52%	10,442	43%	9%

Analysis of Stanislaus County high school graduates in spring 2013 and enrolled students at MJC in 2013-14 shows a significant disparity. Fifty-two percent of high school graduates that year were Hispanic, compared to forty-three percent of MJC students, a difference of eight percentage points.

Access goals, objectives and activities are developed to increase access for all students with a special focus on the target audience of Hispanic students.

Access Goal: Increase the percentage of first-time-in-college Hispanic students					
Objectives	Activities	Coordination with existing Programs	Responsible Persons	Performance Measure	Comp. Date
1.a. Increase the number of potential students who receive recruitment and outreach efforts in high schools and the community	Develop & deliver presentations and materials to high schools, faith-based organizations and community leaders who interact with Latino community members	Outreach marketing campaign	Dean, Student Equity  3SP Specialists	3-5% increase in Hispanic student percentage  (1-2% increase each year)	Fall 2017
	Translate and publish outreach materials into Spanish	Outreach marketing campaign	Dean of Admissions and Records	Outreach materials available in Spanish	Spring 2015
1.b. Improve the process of enrolling and assessing new students	Reconfigure existing assessment process to include orientation & advising	Welcome Week Orientation modules New Student Convocation Admissions Counseling	Dean, Student Equity  Dean of Admissions & Records	Streamlined assessment process established	Fall 2015

<b>Access Goal (cont.): Increase the percentage of first-time-in-college Hispanic students</b>					
<b>Objectives</b>	<b>Activities</b>	<b>Coordination with existing Programs</b>	<b>Responsible Persons</b>	<b>Performance Measure</b>	<b>Comp. Date</b>
1.c Identify and disseminate additional data elements to provide more detailed information on access equity	Gather data re: multi-disciplinary FTIC enrollments to compare w/HS graduates; disaggregate data by gender and age; research disparate impact on foster youth, students with disabilities, veterans and other special populations	Research Office DSPS Office Veterans Office EOP&S Office	Dean, Student Equity Researcher	Additional data elements are tracked related to student access equity	Fall 2015-ongoing

**COURSE COMPLETION**

*Indicator: The ratio of the number of credit courses that students, by population group, complete (with a grade of A,B,C, or P), compared to the number of courses in which students in that group are enrolled on the census day of the term.*

The data below shows the Course Completion disparity for African American students. Detailed table is found on page 24.

<b>2013-14 Course Completion</b>					
<b>Student Population</b>	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80% Index</b>
<b>All Students</b>	111,773	100%	75,930	68%	0.89
<b>African American</b>	4,147	3.7%	2,081	<b>50%</b>	<b>0.68</b>

Analysis of Course Completion rates indicates more than two-thirds (68%) of all students are successful in their courses, (earning an A, B, C or Credit). There is, however, a significant disparity for African American students, where the completion rate drops to just 50%, 18 percentage points lower than other students.

Completion goals, objectives and activities are developed to increase completion for all students with special attention to the target audience of African American students. Gateway courses, those with the highest enrollment and lowest success rates will be a particular focus of the college in improving course completion.

<b>Completion Goal: Increase course completion for all students with particular attention to African American students.</b>					
<b>Objectives</b>	<b>Activities</b>	<b>Coordination with existing Programs</b>	<b>Responsible Persons</b>	<b>Performance Measure</b>	<b>Comp Date</b>
2.a Increase faculty understanding/implementation of retention and success strategies	Professional development and design support for faculty and advisors on retention and success strategies, including cultural competencies	Counseling Admissions & Records Student Success & Support Program Specialists(3SP) Learning Center Math/Science Jam	SSE Committee Dean of Stud Equity Instructional Designer	70% of trained faculty demonstrate increased knowledge of retention/success strategies and 50% of the cohort implement new strategies in their classes	Fall 2016
	Install technology to facilitate communication about at-risk students	Counseling 3SP Specialists	Dean of Stud Equity	60% of students at-risk of dropping receive intervention services	Fall 2017

<b>Completion Goal (cont): Increase course completion for all students with particular attention to African American students.</b>					
<b>Objectives</b>	<b>Activities</b>	<b>Coordination with existing Programs</b>	<b>Responsible Persons</b>	<b>Performance Measure</b>	<b>Comp Date</b>
2.b Develop new multi-disciplinary FTIC course	Sponsor 10 faculty to attend the national FYE Conference & best practice sites	Information Literacy workshops	SSE Committee Academic Senate Instructional Designer	Best practices identified and developed for FTIC course	Fall 2015
	Faculty committee writes curriculum for new FTIC course	Information Literacy workshops Learning Center	SSE Committee Academic Senate Learning Center Dir.	FTIC course approved by Curriculum Committee	Spring 2015
2.c Increase completion in gateway courses	Examine pre- and co-requisites for key courses	Curriculum Committee	Academic Senate	Low completion pre-/co-requisites are revised	Spring 2016
	Faculty develop a process for determining exit expectations for what students know, understand and do in gateway courses	Discipline faculty Outcomes Assessment Workgroup	Academic Senate  Division Deans	70% of aligned gateway courses show increased and equitable completion	Fall 2017
2.d Identify additional data elements to provide more detailed information on completion equity	Gather data re: personal challenges that affect completion; disaggregated data by gender and age; research disparate impact on foster youth, students with disabilities, veterans and other special populations; compare compressed and accelerated completion rates with regular offerings	Research Office DSPS Office Veterans Office EOP&S Office	Dean, Student Equity Research Analyst	Additional data elements are tracked related to completion equity	Fall 2015

**ESL AND BASIC SKILLS COMPLETION**

*Indicator: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.*

Data analysis in the areas of ESL and Basic Skills found that Completion rates in both programs need to be improved in order to more clearly understand equity issues for students who enroll in transfer level courses after completing a final ESL or Basic Skills course. Completion rates inside the ESL and Basic Skills programs are considered in this plan as well as completion rates in transfer-level courses after completing one or both of the programs. The table below shows the disparity for African American students in Basic Skills course completion. Detailed table is found on page 11.

<b>Basic Skills Course Completion 2013-14</b>	<b>Enrollment Count</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80 % Index</b>
All	5067		3236	64%	
<b>African-American</b>	254	5.0%	124	49%	0.69

Analysis of Course Completion in Basic Skills shows 64% of students are earning an A, B C or credit in their basic skills coursework. African American students demonstrate disproportionately lower success rates in their basic skills coursework (49% vs 64%). The following table illustrates the disparity in successful transition from Basic Skills to transfer-level English courses for African American, Hispanic and Pacific Islander students. Less than one-third of African American and Pacific Islander students successfully transitioned from Basic Skills to transfer-level English. Research also showed low success rates for specific age groups. A noted gap is that student groups who were successful in Basic Skills Course Completion were not as successful when transitioning to transfer-level courses. The college will look more closely at disaggregated data for these groups to identify additional detail. Full table is found on page 12.

<b>Basic Skills Transition to College Level ENGLISH 2005-2008 Cohort</b>	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>% Successful</b>	<b>80%</b>
All	6,635		2654		
<b>African American</b>	302	4.6%	89	29.5%	0.69
<b>Hispanic</b>	2,225	33.5%	837	37.6%	0.79
<b>Pacific Islander</b>	113	1.7%	34	30.1%	0.63
<b>20 to 24 years old</b>	1,313	19.8%	455	34.7%	0.77
<b>25 to 39 years old</b>	859	12.9%	263	30.6%	0.68
<b>40+ years old</b>	326	4.9%	63	19.3%	0.43

Students older than 20 years of age and African American, Hispanics and Pacific Islander students are progressing at disproportionately lower rates than reference group students. The following table shows the disparity in successful transition from Basic Skills to transfer-level

math courses for African American and Hispanic students. It also shows low transition success rates for specific age groups. Just over 20% of African American students were successful compared to other students, evidence of adverse impact according to the 80% rule (see p. 4). A detailed table of all transition to college level math is found on page 13.

<b>Basic Skills Transition to College Level MATH 2005-2008 Cohort</b>	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>% successful</b>	<b>80%</b>
<b>All</b>	5,350	100.0%	1692	31.6%	
<b>African American</b>	224	4.2%	47	21.0%	0.48
<b>Hispanic</b>	1,625	30.4%	468	28.8%	0.66
<b>White</b>	2,115	39.5%	676	31.9%	0.73
<b>25 to 39 years old</b>	935	17.5%	234	25.0%	0.67
<b>40+ years old</b>	414	7.7%	62	15.0%	0.40

The following table illustrates the disparity for Hispanic and White students transitioning to college level courses from ESL courses. These students had particularly low success rates with just fourteen out of 199 Hispanic students successfully moving from ESL to transfer-level courses. The success rate for white students in this indicator is less than 1%. Detailed table is found on page 11.

<b>ESL Transition to College Level Course 2005-2008 Cohort</b>	<b>Cohort Size</b>	<b>% of Cohort</b>	<b>Success Count</b>	<b>Success Rate</b>	<b>80% Index</b>
<b>All</b>	589	100%	76	12.9%	
<b>Hispanic</b>	199	33.8%	14	7.0%	0.32
<b>White</b>	112	19.0%	1	0.9%	0.04

ESL and Basic Skills Completion goals, objectives and activities are developed to increase completion for all students with a special focus on the target audience of African American, Pacific Islander and Hispanic students.

<b>ESL and Basic Skills Completion Goal: Increase course completion in ESL and Basic Skills courses for all students with particular attention to African American and Hispanic students.</b>					
<b>Objectives</b>	<b>Activities</b>	<b>Coordination with existing Programs</b>	<b>Responsible Persons</b>	<b>Performance Measure</b>	<b>Comp Date</b>
3.a Align policies, course design, and sequencing to reduce disparate impact on students	Sponsor faculty team (train-the-trainer) to course redesign training (e.g., Kellogg Center or NCAT)	PDCC Curriculum Committee	Academic Senate SSEC	5-8 campus faculty train 35 instructors in the latest scholarship of course redesign	Spring 2016
	Explore, develop & adopt effective policies & practices for when and how Basic Skills courses are taken	Academic Senate Curriculum Committee Enrollment Management Comm.	Curriculum Committee Instruction Council LLC SSEC	Sequencing policies are approved and published	Fall 2017
	Review and analyze course content, design and sequence including non-credit approaches, for all ESL and Basic Skills courses	Curriculum Committee SSEC	Faculty Coordinator Instructional Designer Academic Senate Department workgroups	80% of ESL and Basic Skills sequences and courses are reviewed and refined	Fall 2017
	Basic Skills Summit to learn best practices and identify priorities for development		SSEC Dean, Stud Equity Faculty	Roadmap developed for basic skills review and refinement	Fall 2017
3.b Increase course alignment with Common Core	Professional development for math and English faculty and high school teachers for course alignment	Curriculum Committee Department workgroups PDCC	Academic Senate Faculty Coordinator Basic Skills Deans	70% of English and Math courses are reviewed for alignment with Common Core principles and HS classes	Spring 2017
3.c Increase non-traditional Basic Skills and ESL course offerings	Explore integrated reading and writing courses, including accelerated or compressed modalities for developmental courses		Basic Skills Deans Academic Senate Learning Center Dir.	3-5 courses developed for delivery in new modalities	Fall 2016



**DEGREE/CERTIFICATE COMPLETION**

*Indicator: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.*

Data analysis in the Degree and Certificate Completion found that African American student rates are extremely low. The table below shows the disparity for African American students in Basic Skills course completion. Detailed table is found on page 14.

Degree Course Completion 2013-14	Enrollment Count	% of Cohort	Success Count	Success Rate	80 % Index
All	106,540	100.0%	72,542	68%	
African American	3,887	3.6%	1,953	50%	0.68

Degree and Certificate Completion – 30 unit 2007-2008	Cohort Size	Cohort Percent	Success Count	% Successful	80%
All	2,925			69.3%	
African American	104	3.6%	62	59.6%	0.77

Degree and Certificate Completion 2007-08 through 2013-14 Awards	Cohort Size	Cohort Percent	Awarded Number	Awarded Percent	80%
Female	2,504	50.0%	268	11%	1.00
Male	2,447	48.8%	199	8%	0.76
Undeclared	59	1.2%	5	8%	
<b>Total</b>	<b>5,010</b>		<b>472</b>	<b>9%</b>	
African-American	229	4.8%	9	4%	0.30
Hispanic	1,710	35.8%	149	9%	0.66
White	2,031	42.5%	183	9%	0.68
20 to 24	726	14.5%	42	6%	0.50
25 to 29	308	6.1%	20	6%	0.56

<b>30 to 34</b>	177	3.5%	3	2%	<b>0.15</b>
<b>35 to 39</b>	172	3.4%	7	4%	<b>0.35</b>
<b>40 to 49</b>	196	3.9%	10	5%	<b>0.44</b>
<b>50+</b>	87	1.7%	1	1%	<b>0.10</b>

Eleven percent of cohort students earned a degree or certificate. Males, African Americans, Hispanics and Whites all were disproportionately impacted when compared to the reference group. Moreover, in regard to age, student 20 years of age and older were also disproportionately impacted when compared to younger students.

Degree and Certificate Completion goals, objectives and activities are developed to increase completion for all students with a special focus on the target audience of African American, Hispanic, male students, and students over the age of 20 years.

<b>Degree and Certificate Completion Goal: Increase degree and certificate completion with particular attention placed on African American and Hispanic students.</b>					
<b>Objectives</b>	<b>Activities</b>	<b>Coordination with existing Programs</b>	<b>Responsible Persons</b>	<b>Performance Measure</b>	<b>Comp Date</b>
4.a Understand and communicate the disjuncture of the course completion percentage and the award completion percentage	Develop an ongoing data usage training program	Office of Research District Research CSSE Findings	Academic Senate SSEC Office of Research District VC of Research	50 administrators and faculty demonstrate increased knowledge of data usage	Spring 2016
	Develop platform for proactive communication with students about momentum points and award status	A & R SSEC	Stud Equity Dean Program Specialist	System established for easy access to personal student progress data	Fall 2017
4.b Increase student awareness of individual progress toward completion	Provide technology and training for students to follow personal progress	A & R District Technology SSEC	Stud Equity Dean A & R District Technology	All students nearing an award are notified	Fall 2017

**TRANSFER**

*Indicator: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.*

	Cohort Size	Cohort %	Success Rate	% Successful	80% Index
<b>All</b>	2,058		627	30%	
<b>20 to 24</b>	150	7.3%	29	19%	0.51
<b>African American</b>	60	2.9%	17	28%	0.72
<b>Hispanic</b>	564	27.4%	145	26%	0.66
<b>Unknown</b>	256	12.4%	68	27%	0.68

The rate for transfer velocity outcomes is 30% overall. 20 to 24 year olds, African American, Hispanic and Unknown ethnicity students earned disproportionately lower rates than the reference group students.

Transfer goals, objectives and activities are developed to increase completion for all students with a special focus on the target audience of African American, Hispanic, Unknown ethnicity, and students over the age of 20 years.

<b>Transfer Goal:</b> Increase the number of students who transfer to a four-year university with particular attention to Hispanic and African American students.					
Objectives	Activities	Coordination with existing Programs	Responsible Persons	Performance Measure	Comp Date
5.a Increase student awareness of transfer opportunity and support	Transfer month on campus – faculty and counselor focus on transfer activities	Career & Transfer Center Counselors Faculty	Transfer Center Dean of Student Equity Program Specialist	60% of students who attend transfer month activities demonstrate increased knowledge	Fall 2016
5. b Increase transfer pathways	Provide professional development for CSU & MJC faculty	Career & Transfer Center Counselors Faculty	Academic Senate PDCC	15 faculty members attend pathway sessions	Spring 2016
	Develop 4 – 6 GE pathways with CSU Stan, including co-curricular activities	Career & Transfer Center Counselors Faculty	Academic Senate PDCC	4-6 new GE pathways approved	Fall 2016

Section E. Budget

MJC Student Equity Budget - 2015 DRAFT

Line Item	Expenditure	Cost	Goal	Description
Salaries for are estimated for 7 months Year One. They will be 12 month salaries beginning Year Two.				
1000 - Academic Salaries	Dean, Success & Equity (.5 FTE) (shared with SSSP)	\$31,209	All Goals	Implement Student Equity Plan activities
	Instructional Designer (1 FTE)	\$24,778	All Goals	Experienced Instructional Designer to work with faculty to reimagine, modify and create courses through evidence-based practices that increase retention and completion for students of color.
	Faculty Coordinator - Basic Skills (1 FTE)	\$24,778	ESL/Basic Skills	Coordinate professional development and training for faculty related to Basic Skills and ESL
	<b>Faculty Spring &amp; Summer Stipends</b> for Outcomes Assessment Workgroup and Program Review Workgroup.	\$10,000	Completion, Degree/ Certificate Completion	Program Review Workgroup will develop a college-wide process to include Student Equity measures in Program Review; Outcomes Assessment Workgroup will develop a college plan to align Student Equity issues with SLO processes.
	<b>Faculty Spring &amp; Summer Stipends</b> for professional development activities and responsibilities following training: multi-disciplinary FTIC team (10 faculty); Basic Skills/ESL team (15 faculty); Campus data coaches (7 faculty) \$1,250 x 32 = \$40,000	\$40,000	Access, Completion, Basic Skills & ESL	Faculty who return from training will 1) identify effective practices and methods to address and improve outcomes for underserved students; 2) train additional faculty; 3) lead workgroups to develop new approaches. Data coaches will train others in understanding and using data at the program level to identify and address the needs of disproportionately impacted students.
<b>Faculty Summer Stipends</b> for PT and FT faculty to review disproportionate impact in their programs and identify ways to improve outcomes for underserved students. 120 faculty @ \$500 each.	\$60,000	Completion, Basic Skills & ESL, Degree/ Certificate Completion/ Transfer	Events for FT and PT faculty from multiple programs to participate in workgroups: 1) training in: understanding data, specific needs of students of color, and best practices; 2) identify root causes and develop classroom or curricular strategies to improve outcomes and completion for underserved students; 3) identify measures to evaluate progress including in Program Review; 4) produce plan for course and program levels w/timeline for implementation & evaluation metrics.	

Line Item	Expenditure	Cost	Goal	Description
2000 - Classified Salaries	Researcher (1 FTE)	\$41,297	All Goals	Collect, analyze and communicate data related to student equity
	Administrative Secretary (.5 FTE) (shared with SSSP)	\$15,717	All Goals	Administrative support for new Dean and Faculty Coordinator
	FTIC Program Specialist (1 FTE)	\$28,530	Basic Skills & ESL Completion	FTIC Coordinator in Learning Center to train instructional faculty, counselors, librarians and tutors on student equity and FTIC initiatives
	3SP/Equity Program Specialist (.5 FTE) (shared with SSSP)	\$14,265	Degree/ Certificate Completion	Student Equity program support and communication coordination for disproportionately impacted students to have current knowledge of progress toward degree. Salary shared w/3SP.
	Systems & Programming Analyst (1 FTE)	\$30,768		Programming support for portal, data access & communication for students
<b>PERSONNEL TOTAL</b>		<b>\$321,341</b>		
3000 - Benefits	Benefits estimated at 41% of salaries	\$ 84,540		
4000 - Supplies	Student outreach and transfer materials; faculty training materials; student equity reports; curriculum redesign supplies	\$ 9,600	All Goals	Basic supplies to develop policies and communication, and serve students
5000 - Memberships	Membership in Achieving the Dream Network	\$ 75,000	All Goals	Data collection/analysis coaching for college leaders to better use information for student equity programs and policies
	Translation and publication of outreach materials into Spanish	\$ 10,000	Access	Outreach materials will be translated into Spanish, specifically aimed at parents and family members who have influence with potential students

Line Item	Expenditure	Cost	Goal	Description
5000 - Professional Dev., Consultants, Activities	<b>Consultant</b> - IEBC	\$ 31,840	All Goals	Assist w/data collection and analysis for Student Equity Plan development (travel included)
	<b>Consultant</b> - Center for Urban Education	\$100,000	Access & Completion	Deep professional development for faculty and administrators to understand and learn to address issues that impact student access and completion, particularly minority students. Development of an Equity Scorecard for the college.
	<b>Professional Development</b> - Program Evaluation	\$ 18,000	All Goals	Specific training on program evaluation design and implementation for outcomes analysis.
	<b>Professional Development</b> - training for faculty and staff in success and retention strategies and cultural competencies	\$ 35,000	Completion	Experts in cultural competency and success and retention strategies will provide multiple trainings for faculty and staff.
	<b>Professional Development</b> - K-12/Basic Skills alignment Summit. Training for Basic Skills faculty and high school teachers to align courses	\$ 22,000	Access, Basic Skills & ESL Completion	Presenters, training and course alignment discussions to create a pipeline from high schools to the college that increases transition and success for students of color
	<b>Professional Development</b> - GE Pathways Conference support and materials for CSU and MJC faculty to develop transfer pathways	\$ 30,000	Transfer	A series of conferences and meetings to develop transfer pathways with CSU Stan that increase transfer rates for students, especially those with disproportionate transfer rates.
	5000-Travel	<b>Travel:</b> 8 faculty members to attend national First Year Experience Conference: Flight to Dallas (\$550 x 8) = \$4,400; Registration (\$590 x 8) = \$4,720; Hotel (\$240 x 5 days x 8) = \$9,600; per diem (6 days x \$40 x 8)= \$1,920; shuttle (\$70 RT x 8) = \$560	\$ 21,200	Completion
<b>Travel:</b> Visits to 4- 6 best practice locations by 8-member team. (\$500 - \$3,500 per visit)		\$ 20,000	Completion	Faculty teams visit national best practice sites to identify effective approaches for the college, including non-credit programs and FTIC

Line Item	Expenditure	Cost	Goal	Description
5000-Travel, Activities	<p><b>Travel:</b> 5 faculty members to Distance Ed conferences (Reg: \$600 x 5) = \$3,000; (Flight: \$500 x 5) = \$2,500; (Hotel: \$240 x 4 nights x 5)= \$4,800; (per diem: \$180 x 5)</p> <p><b>Travel:</b> ASCCC Academic Academy on Student Success and Equity - 3 day conference (San Diego) Reg: \$385 x 8 = \$3080; (Flight: \$360 x 8) = \$2,880; (Hotel: \$250 x 4 nights x 8) = \$8,000; (per diem: \$140 x 8) = \$1,120; mileage/parking @\$160 x 8 = \$1,280</p> <p><b>Travel:</b> Team of 8 faculty to course redesign 4-week summer residence (Kellogg Institute or NCAT) - Institute costs: (\$4,600 x 8) = \$36,800; Flight (\$550 x 8) = \$4,400; Other costs: (\$700 x 8) = \$5,600 -- TOTAL: \$46,800</p> <p><b>Basic Skills Summit</b> - multi-day convocation with California Accelerated Project</p> <p>Activity support for multiple professional development trainings where technical information is shared</p>	<p>\$ 11,000</p> <p>\$ 16,360</p> <p>\$ 46,800</p> <p>\$ 18,000</p> <p>\$ 7,500</p>	<p></p> <p>All Goals</p> <p>Basic Skills &amp; ESL Completion</p> <p>Basic Skills &amp; ESL Completion</p> <p>All goals</p>	<p>Conference focusing on effective practices to increase success for Hispanic and African American students, specific for online learning.</p> <p>Eight faculty and administrators attend Student Success and Equity Conference to identify effective practices, research, and policies to improve the outcomes and completion of disproportionately impacted students.</p> <p>Faculty team will learn the latest scholarship of teaching and learning related to basic skills and ESL. They will return with the responsibility of training other faculty in course redesign and ESL/Basic Skills best practices.</p> <p>3-day summit to learn about best practices in acceleration and other approaches for Basic Skills</p> <p>Activity support and materials.</p>
6000 - Equipment	<p>Student portal to provide individual information to students regarding progress toward degree</p>	<p>\$120,000</p>		<p>Portal will provide individual information about current classes, courses needed to complete, courses that would add an additional certificate. Available to students on-demand.</p>
<b>TOTAL</b>		<b>\$998,181</b>		