



To: Instruction Council
From: Dr. Jennifer Zellet, Vice President of Instruction
Date: 29 August 2018
Re: Instructional Outlook Report 2018-2019

Introduction and Purpose:

This document provides focus for the Instruction Council in determining hiring prioritization. As we enter a year where we are being funded in a new way, it is virtually impossible to determine if growth is on the horizon; therefore, it is critical that rankings and recommendations be as strategic as possible to attain the goals of the institution and newly enacted legislation. The recommendations to the President also should be undertaken considering the system-wide goals that Chancellor Oakley has put forth in his [Vision for Change](#). The first two goals state that we will “Focus relentlessly on students’ end goals” and “Always design and decide with the student in mind.” The Instruction Council’s deliberations will influence programmatic offerings; therefore, should be considered with students always at the fore.

The CCCCO sent out communication on September 10 indicating new FON calculations. The base 2018 FON calculation is 290.2, and currently the district FON calculation is 300 (CCCC Fall 2017 numbers). Preliminarily, the Fall 2019 advance FON prediction is set at 305. These calculations are dependent on our reported numbers at P2 in November, so there *may* be the possibility of new positions for the district to distribute amongst the colleges if the numbers so indicate. Given this information, as applications are both written by departments and reviewed by the IC, continual reference to the priorities will shape the arguments and deliberation as the recommendation is forwarded through the Participatory Governance process to the President.

Priorities:

Modesto Junior College is beginning year four of Achieving the Dream; is in year two of the California Guided Pathways Project as one of the 20 demonstration colleges; and now faces two significant outside influences that could potentially impact hiring prioritization: the new funding formula and its emphasis on completion, and AB705 with the complete overhaul of Basic Skills education. These major influences provide focal points for the discussion of Hiring Prioritization. The Educational Master Plan brings forward four institutional priorities to guide instruction for the next five years and as mentioned earlier, support the State Chancellor’s Vision for Change. Priorities 1 & 3 provide overall focus and guidance for the writing of the proposals and for the Instruction Council when considering petitions from departments and divisions:

- 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to careers and continuing education)
- 2: Institutional culture and transformational change
- 3: Student-focused education and support that leads to completion (extraordinary, holistic services)

4: Evidence-based assessment, refinement, and sustainable practices.

In addition to these Institutional Priorities from the EMP, there are important outside influences that should play a role in our consideration of potential hires:

1. Funding formula and its emphasis on completion – the completion percentage of the new funding model is where MJC has most opportunity to gain ground.
2. AB705 requirements to “maximize the probability” that students will successfully complete college level English and Math in one year. Given the waitlists in these foundational courses, the institution must discuss how to prioritize this compliance issue in balance with the rest of the institutional needs.

As stated in last year’s IOR, “Faculty hiring according to the highlighted priorities will help achieve the goals of seeing students through [...] transfer level English and math and will promote completion by providing greater access to gatekeeper courses and removing barriers. [...] The institution agreed upon an aspirational goal of increasing completion to 53%, and in order to achieve this goal, we must strategically hire innovative faculty steeped in pedagogical training in areas where there is greatest demonstrated student need.”

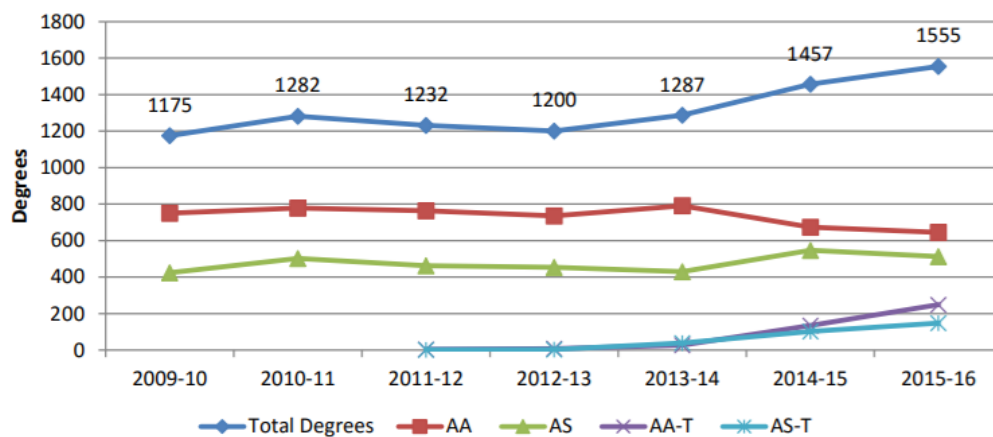
Completion Data:

The MJC Factbook offers the following information regarding degree and certificate completion.

Degree/Certificate Completion

The number of annual earned Associate’s degrees at MJC increased by 32.3% between 2009-10 (1,175) and 2015-16 (1,555).

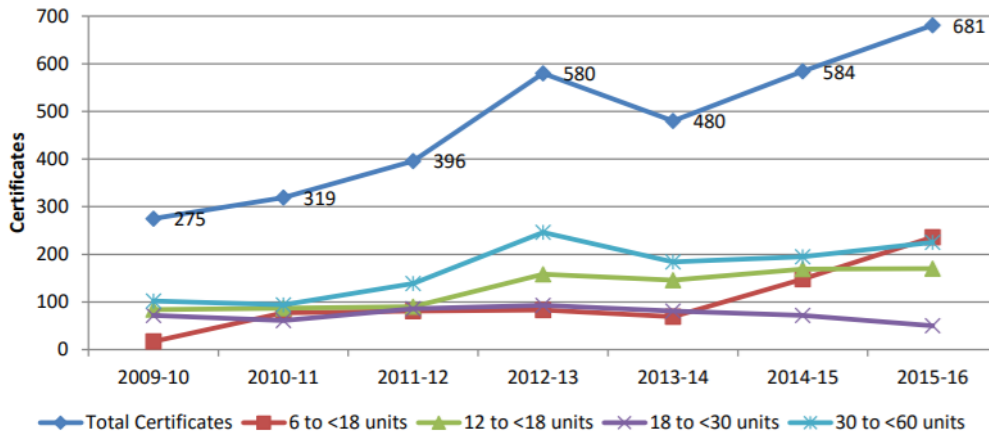
Table 30: Trends in Earned Degrees at MJC 2009-10 to 2015-16



Source: CCCC DataMart Report, Program Awards Summary Report, http://datamart.cccc.edu/Outcomes/Program_Awards.aspx

The number of annual certificates earned at MJC increased by 147% between 2009-10 (276) and 2015-16 (681).

Table 31: Trends in Earned Certificates at MJC 2009-10 to 2015-16



Source: CCCCO DataMart Report, Program Awards Summary Report, http://datamart.ccco.edu/Outcomes/Program_Awards.aspx

Percentage of entering new student cohorts that graduate with a certificate or degree is approximately 12% over a six-year period, 11% over five years, and just under 10% over 4 years.

While recognizing that the hiring prioritization process indirectly impacts completion, departments and programs should use this data to illustrate how they either can increase completion in their own program(s) or support completion across a variety of awards. In order to make connections between equity efforts and completion, departments should consider the chart below to explore completion with regard to demographic categories:

Table 32: MJC 2017 Scorecard: 6-Year Completion Rate Trends, 06-07 through 10-11 Cohorts

| Completion Overall | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | |
|---------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate | Cohort | Rate |
| All | 2,543 | 43.9% | 2,947 | 42.6% | 3,001 | 42.3% | 2,694 | 43.7% | 2,567 | 43.0% |
| Female | 1,407 | 44.0% | 1,638 | 42.6% | 1,667 | 43.4% | 1,450 | 45.3% | 1,321 | 43.9% |
| Male | 1,126 | 43.7% | 1,275 | 42.9% | 1,226 | 40.0% | 1,157 | 41.8% | 1,182 | 41.7% |
| < 20 years old | 2,087 | 47.5% | 2,371 | 46.1% | 2,404 | 45.5% | 2,207 | 46.9% | 2,069 | 46.7% |
| 20 to 24 years old | 194 | 25.8% | 228 | 28.5% | 239 | 36.0% | 207 | 33.3% | 225 | 29.3% |
| 25 to 39 years old | 178 | 29.2% | 232 | 29.7% | 222 | 27.9% | 177 | 26.6% | 160 | 28.8% |
| 40+ years old | 84 | 27.4% | 116 | 25.9% | 136 | 19.9% | 103 | 26.2% | 113 | 23.0% |
| African American | 63 | 39.7% | 106 | 39.6% | 80 | 32.5% | 88 | 31.8% | 97 | 34.0% |
| Amer Ind/Alaska Nat | 25 | 44.0% | 32 | 56.3% | 32 | 18.8% | 25 | 36.0% | 10 | 40.0% |
| Asian | 183 | 43.2% | 207 | 49.8% | 155 | 47.7% | 168 | 45.8% | 155 | 47.7% |
| Filipino | 40 | 40.0% | 45 | 51.1% | 42 | 40.5% | 51 | 51.0% | 32 | 62.5% |
| Hispanic | 748 | 37.8% | 879 | 37.0% | 955 | 41.2% | 924 | 41.8% | 1,020 | 40.7% |
| Pacific Islander | 40 | 47.5% | 38 | 39.5% | 43 | 39.5% | 32 | 43.8% | 20 | 40.0% |
| White | 1,085 | 48.0% | 1,269 | 46.6% | 1,262 | 43.4% | 1,099 | 46.0% | 1,046 | 44.9% |

Source: MJC 2017 Student Success Scorecard at <http://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=592>

Evolution of Basic Skills and AB705:

The math and English departments have been working on varying reforms in curricula to increase success and throughput. This table illustrates ENG100 Success Rates for Spring 2018:

| Ethnicity ▼ | Cen Enroll... | Retained | Successf... | Retention Rate | Success Rate |
|--------------------------|---------------|------------|-------------|----------------|--------------|
| White, non-Hispanic | 120 | 96 | 78 | 80 % | 65 % |
| Undeclared | 2 | 0 | 0 | 0 % | 0 % |
| Pacific Islander | 2 | 1 | 0 | 50 % | 0 % |
| Native American | 3 | 2 | 2 | 67 % | 67 % |
| Hispanic | 297 | 207 | 148 | 70 % | 50 % |
| Filipino | 2 | 1 | 1 | 50 % | 50 % |
| Black, African Americ... | 25 | 19 | 11 | 76 % | 44 % |
| Asian | 24 | 22 | 18 | 92 % | 75 % |
| Total | 475 | 348 | 258 | 73 % | 54 % |

Given that the institutional target for completion is 53%, this accelerated course is proving to be successful. In its success, the throughput in the transfer level English class is improving.

The math department's most recent innovation is the noncredit Math Emporium, which has primarily been used to increase the level of placement into math courses, thereby shortening the trajectory through transfer level math. To promote AB705 compliance, Math Acceleration/Co-req courses are being written and put through the curriculum approval process.

Recognizing that there are longstanding needs in many program areas for increased faculty, and also recognizing the priorities that spring from strategic planning, the Instruction Council is requested to consult the appendix to this report that outlines hires by years since 2014. In so doing, this will put into context how MJC has achieved the FON, how we have distributed hires across large/small programs, and how we have hired in programs that may be more or less productive. The Instruction Council is requested to prioritize recommendations based on the following considerations:

- 1. Transfer and CTE Completion**
- 2. Ability to contribute to all three factors of the funding formula (Access, Serving Underserved Populations, Completion)**
- 3. Transfer level English and Math Completion (aiming for AB705 compliance)**

It is crucial for our service area that MJC increase the number of college-educated citizens who are able to contribute to the community in which they live. Increasing the number of certificate and degree qualified individuals will improve our students' quality of life, provide a more educated, qualified workforce able to earn sustainable living wages, and will create an educated citizenry who can contribute to the overall well-being of our region. In addition, seeking a balanced slate of hires that contribute to all three factors of the funding formula will ensure that MJC is poised for success. The third consideration may arguably be co-equal with the first; however, mere hires will not achieve compliance, and the other considerations are of weighty importance.

Thank you in advance for the time you will spend analyzing applications and comparing them to the above considerations. What lies ahead is an intricate conversation that risks being derailed by institutional memory, history of denied replacements, and an innate sense of fairness; however, acknowledging all of these factors, the Instruction Council is asked to be strategic in its consideration and make all determinations and recommendations with students at the fore.

EQUITY