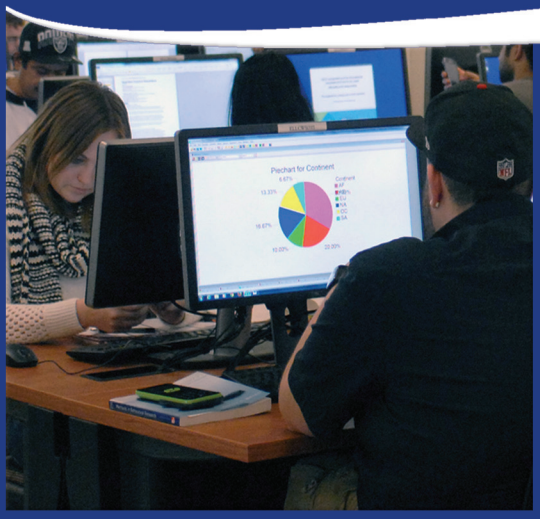
Modesto Junior College
Education Master Plan
2017 - 2022



MJC Education Master Plan 2017-2022

Academic excellence

- ATD
- Student Equity
- SSSP
- Non-credit SSSP
- Basic Skills Initiative
- AEBG
- Strong Workforce
- CTE Perkins
- DE Plan
- Title V Grant

Institutional culture and transformational change

- Engaging All Voices
- Achieving the Dream

Student focused education and support

- Strong Workforce
- AEBG
- SSSP
- CTE Perkins
- Student Equity
- SSSP
- Title V Grant

Evidence-based assessment and sustainability

- ATD
- Student Equity
- SSSP
- Non-credit SSSP
- Basic Skills Initiative
- Strong Workforce

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Executive Summary

The Modesto Junior College (MJC) Education Master Plan (EMP) is a five-year workplan developed to guide the college toward measurable institutional goals that meet the college mission. This plan is the collective work of MJC constituents over many months. The EMP will assist the college in advancing student achievement, transforming infrastructure, and providing opportunities for innovation.

The activities and objectives in the EMP have been designed with intention and are linked to accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), MJC Strategic Directions, the College Mission, and multiple plans and initiatives at the college, including the Student Equity Plan, the Student Success and Support Program (SSSP), the Distance Education Plan, College Technology Plan, and others. The objectives and activities of the EMP are ambitious, attainable, and assessable.

The EMP is made up of four major components:

- Executive Summary
- Narrative (Information on the college's current environment, challenges, and objectives)
- Workplan (objectives, activities, workgroups, and timeline)
- Appendices (data used to develop the plan, workgroups, Progress and Evaluation Form)

Four priorities were developed through a series of charrettes and data-sharing discussions with campus divisions. More than 200 faculty members, staff, and administrators participated in the charrettes, submitting written recommendations following discussions. The EMP Workgroup synthesized feedback and categorized recommendations into themes which were then shared campus-wide through an electronic survey. Survey feedback prioritized goals. The EMP Workgroup aligned priorities to the MJC Strategic Plan and mapped objectives from other college plans to create an Education Master Plan designed to holistically drive major MJC initiatives.

An initial set of data was used in the charrettes and subsequent discussion. The full set of data used to develop this plan can be found in Appendix E. The EMP priorities were developed from the data set, charrette feedback, and current campus initiatives. Priorities align with accreditation standards and the MJC mission and strategic directions.

EMP Priorities:

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

The EMP was designed as a living document and will be reviewed and assessed at the end of each academic year. Workgroups are recommended to implement the plan, research effective practices based in recent scholarship, identify baseline and target data, and develop recommendations through the governance structure that meet college goals. Workgroups will report through the EMP Workgroup using the Progress and Evaluation Template (Appendix A). The EMP Workgroup will compile reports into a single report and forward to College Council.

History, Mission, and Community

MJC is one of California's longest-established community colleges, serving the community since 1921. As a college, we are committed to helping students reach their educational goals. Student success is the focus of our 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, undergraduate 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.*

MJC sits in the center of California's great Central Valley, *"the richest farming region in the history of the world"*[1]. Stanislaus County, home to the headquarters of Gallo Winery and Foster Farms Dairy, also houses refugees, immigrants, migrant farm laborers, and indigenous groups, among others. More than thirty different languages are spoken in the community.

The college has a diverse body of students, reflective of the surrounding community. The college serves approximately 24,000 full- and part-time students. Forty-eight percent of our student population is Hispanic. The College is a federally-designated Hispanic-Serving Institution. Modesto is ranked sixth lowest in the nation in educational attainment (Wallethub, 2016). Many of our students are first-generation college students.

Student Equity and Success

A common thread in all EMP development discussions was the importance of both student success and student equity. MJC prioritizes the commitment to these two areas as overriding themes in the EMP. Student Equity priorities will provide guidance in *how* we implement plan objectives. Specific activities related to equity are detailed in the MJC Student Equity Plan and linked to the EMP in the Strategic Plan Map. The MJC Student Equity Plan states our commitment:

> *"MJC has a long-standing commitment to serving the unique needs of underrepresented students. College faculty, staff and administrators are committed to developing 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."*
>
> *MJC Student Equity Plan*

[1] Gerald Haslam. The Other California: The Great Central Valley in Life and Letters. Reno: U of Nevada, P, 1994, 3.

Plan Highlights

Twelve objectives were developed to meet the four EMP priorities. Activities leading to the completion of the objectives include:

- Effective pedagogical models to facilitate student learning
- Improved quality, currency, curriculum that increase student learning
- Improved student advising structure and services
- Comprehensive programs and services for first-year students
- Exploration and development of guided pathways
- Flexible options for students including accelerated programs and noncredit courses
- Improved program review processes
- Well-communicated professional development
- Exploration of fully-online and evening programs; flexible scheduling
- Improved certificate, degree and transfer completion
- Improved CTE programs, including preparation, professional skills, and internships
- Enhanced website and app with detailed program information
- Comprehensive marketing program
- Exploration of student information literacy competency
- Increased data usage capacity

Measuring Progress

The EMP was developed with measurable milestones for every objective. The purpose of the plan is to strategically approach constituent-identified priorities, measure outcomes, and improve processes and programs on an ongoing basis.

Multiple workgroups are identified throughout this plan as teams designated to accomplish the EMP work. Assigned teams will report to appropriate councils as outlined in Engaging All Voices, MJC's shared governance document, with a designated workgroup chair or co-chair model, accountable for workgroup progress. Team leader responsibilities include: scheduling meetings, leading the exploration and development process, reporting to the appropriate council, documenting best practices and recommendations, drafting plans, identifying professional development needs, and evaluating objectives. Workgroups are responsible for researching and documenting models and producing recommendations to the appropriate council for formal review and recommendation. The EMP Workgroup is responsible for training and evaluating workgroup progress and overall progress of the EMP.

The EMP was developed with timelines and responsible workgroups to ensure the objectives are continuously promoted over time through a cycle of improvement. The workplan is designed to meet the overarching themes of advancing student achievement, transforming infrastructure, and providing innovation opportunities to the faculty, administrators, staff, and students of MJC. With broad engagement, MJC can accomplish the work outlined in this plan and address the educational needs of our community.

EMP Workgroup

Brenda Thames	James Todd	Curtis Martin
Jennifer Hamilton	Kevin Alavezos	John Zamora
Pedro Mendez	Nancy Sill	Jenni Abbott

EMP Narrative

MJC faces two short-term challenges in achieving our vision for the implementation of this plan:

1) Refining our organizational structure in order to support the critical work we are doing. We need to identify administrators, faculty champions and workgroup members to accomplish the goals of this education master plan.
2) Setting priorities at a pace that is goal-oriented and reasonable. We recognize we cannot do everything at once. We are working to link our internal priorities to other campus projects and state mandates that shape all California Community Colleges so efforts are coordinated.

Four priorities were identified through cross-campus data analysis and discussion. The priorities are based on common themes developed from constituent input. They map directly to the MJC Strategic Plan and the Accreditation Standards. The narrative below highlights the current environment, challenges, and identified solutions in the plan.

EMP Priority 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy and pathways to careers and continuing education)

The mission of the college is to "transform lives through programs and services informed by the latest scholarship of teaching and learning". We are committed to ongoing academic refinement and improvement in order to provide our students with current pedagogy and curriculum as well as flexible programs and scheduling options. Our goal is to enable students to develop current knowledge and skills required in the workplace and in society.

Current Environment

MJC is unique in that we have two thriving campuses (East and West Campus) approximately one and a half miles apart that comprise a single college. Comprehensive support services are offered on both campuses and faculty teach in both locations. Course Learning Outcomes (CLOs) are developed by faculty in each division, reviewed by the college-wide Curriculum Committee and tracked by the Outcomes Assessment Workgroup (OAW), comprised of faculty on campus.

The College is piloting several developmental education courses, some with early promising success indicators. The Literature and Language Arts Division developed an accelerated English course (ENGL 45) and the Mathematics Department developed curriculum for multiple noncredit basic skills math modules (900 series) that students can navigate at an individual pace. Additionally, multiple start times for semester courses, as well as evening and online course offerings, accommodate a variety of student schedules and lifestyles.

A First-Time-In-College (FTIC) course (COLSK 100) was developed and implemented for first-year students. The course includes referrals to services such as education planning and career exploration, study skills, and curriculum aimed at developing emotional intelligence and grit. Faculty, Student Success Specialists and Counselors work closely with first-year students to help

them orient to college life. Students are empowered to develop self-efficacy skills in the first year through assistance with college processes, coaching, and referrals to services.

Students currently choose from a menu of options when they move through their college experience. Some, but not all, work with counselors to develop an education plan. Too many students navigate their courses on their own, and many of those do not complete. Early exploration of guided pathways in their major has been undertaken by small faculty groups. These faculty groups are investigating approaches that help students start from a broad perspective and move to specific program choices.

Multiple CTE programs work closely with industry advisory committees. These committees help faculty identify emerging skills and refine curriculum. Many new programs were developed in the last few years in collaboration with industry advisory committees, including:

- Large Animal Veterinary Technology (degree)
- Irrigation Construction and Installation (certificate)
- Irrigation Design (certificate)
- Irrigation Management (certificate)
- Respiratory Care Baccalaureate Program (degree)
- Manufacturing Technology (certificate)
- Logistics and Supply Chain Management (certificate and degree)
- Chemical Dependency Counseling (certificate)

The college has a thriving Distance Education (DE) program and committee. More than 20% of MJC students are enrolled in one or more online courses. All online courses were reviewed in 2012. Since that time, all online instructors complete required training. A comprehensive DE Plan was developed by the committee in 2012. Evidence of training and improved online pedagogy correlates to success and retention rates in the online courses which are nearly as high as our face-to-face courses. The DE Committee plans to revise the plan in fall 2017.

MJC is one of fifteen colleges in the state selected to develop a baccalaureate program. The college submitted curriculum to the State Chancellor's office for a Respiratory Care baccalaureate degree, based on employer feedback and movement in the certifying agency, the Commission on Accreditation for Respiratory Care (CoARC), toward the requirement of a bachelor's degree in the field. The first student cohort will be welcomed in fall 2017.

Challenges

While there are multiple delivery methods and term lengths to meet student needs, the college does not have a coordinated approach to determine how courses and programs are delivered; one that identifies and targets the needs of diverse populations, including fully online and/or fully evening programs, short-term programs, and/or integrated support services.

The English Language (EL) Department offers noncredit courses and the math department developed a noncredit math emporium model for lower level developmental math. Few other

noncredit courses currently exist. The college is working toward a common understanding of how noncredit can be implemented in a way that enhances choices for students.

Successful completion of basic skills courses and persistence into college level math and/or English is one of the college's most difficult challenges. Nearly 88% of students who self-identify as degree or transfer focused assess into a level of basic skills courses. Fourteen percent of these students graduate or transfer. Only 7.6% of students who begin at the lowest basic skills level ever reach their identified goal. The challenge is intensified for students in CTE programs who struggle to gain the specific math and/or English skills needed for their program of study.

MJC does not have an approved program viability process for reviewing, expanding, or reducing programs. This is a great challenge as the college recently lost programs during a budgetary downturn. Members of the Academic Senate are drafting procedures so the college has a well-examined process in place before it must be used.

The college is working to improve the program review process and support technology. There were severe challenges finding available resources for identified program needs during the recession years. As we emerge from the impact of severe budget cuts, we are looking to improve the program review process into a user-friendly, transparent system to determine program progress and needs.

Plan

1.1: Assess flexible program and scheduling options

Recommended workgroups:

- Acceleration Workgroup
- FTIC Workgroup
- Pathways Workgroup
- Enrollment Management Workgroup
- Noncredit Workgroup

The college will focus efforts on expanding accelerated courses and programs that meet diverse needs of students, particularly in developmental education courses (math, English). We will also explore ways to shorten time for degree or certificate completion in other program areas and modes of delivery.

Comprehensive first-year programs and support as well as guided pathway options for all students will be enhanced to include: early alert notifications to counselors and other support staff when students struggle; specific support services at identified milestones; program maps and pathways to identify goals and move efficiently toward completing them, and clear ways for students to earn an award or transfer within a two- or three-year timeframe.

Work on educational pathways will align with review and analysis of enrollment and scheduling trends. Developing and communicating clear pathways as well as understanding the impact on

enrollment and determining optimal enrollment and scheduling practices are anticipated to be major efforts over the next several years. These pathways will steer students into course sequences that provide foundational preparation for multiple program options.

The college will explore and develop a vibrant noncredit program that reaches students and members of the community, including unemployed or underemployed residents, incumbent workers who want to enhance skills, English language learners, adult learners who need remedial work, and those for whom college seems beyond reach. Noncredit may be an avenue for co-requisite skill development while enrolled in credit courses.

1.2: Ensure program viability and curricular relevance

Recommended workgroups:

- Developmental Education Workgroup
- CTE Workgroup
- Program Review Workgroup
- Outcomes Assessment Workgroup

A major focus of this plan is reviewing and recommending ways to increase basic skills attainment, a need for a majority of our students. Work will include exploration of multiple measures assessment procedures, the impact of acceleration efforts, potential inclusion of developmental education in general education courses, exploration of contextualized math and English for CTE students, and ways to incorporate support services at key points in a journey through remediation.

The college will complete and publish procedures to review program viability, an effort driven by the Academic Senate. A more robust program review platform will be piloted, refined, and universally adopted in order to improve faculty interaction and resource allocation, based on program review.

EMP Priority 2: Institutional culture and transformational change

The environment of higher education has changed dramatically in the last five years. New initiatives with associated funding and reporting requirements have added a need for innovation to the already rigorous work of educating students and operating a large institution. The college is intentional in approaching these changes, including a need for greater engagement working toward the common purpose of increasing achievement for students.

Current Environment

MJC administrators, staff and faculty have a clear understanding of our collective purpose in assisting students reach their goals. Committees and workgroups are engaged in the development of many projects, including:

- Accelerated remedial English courses
- Noncredit remedial math courses
- A team of student success specialists who work directly with students (referring, supporting)
- 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 to meet The Strong Workforce Initiative
- Installation of enrollment planning analytics to inform class scheduling
- Development of a pilot baccalaureate program in respiratory care

Key institutional plans are driving campus-wide completion efforts, including the Student Success and Support Plan (focused on retaining students in the first-year of enrollment) the Student Equity Plan, (focused on closing equity gaps among students), the Basic Skills Initiative, (identifying strategies to help students in remedial math and English), the College Technology Plan (focused on comprehensive training and support for campus technology), and the Distance Education Plan (outlining how to improve delivery of online education). These include deep data analyses and have led to: multiple assessment measures to improve student chances of reaching college-level coursework; review and revision of course syllabi; major efforts to reduce the equity gap for disproportionately impacted students; improved training and pedagogy for online instructors; new staff members who help students navigate college processes; and facility changes to simplify services for students. Goals in each of these plans will be mapped to the priorities and objectives of the EMP as they are revised.

The college pursues external resources including grants, private funds, and industry donations in order to innovate and expand programs. Grants have been secured from the Department of Education, the National Science Foundation, HUD, the National Endowment for the Humanities, and other agencies to build capacity in areas that align with college goals. Grants always include a plan for sustainability. Community donations to the MJC Foundation have grown to $13M in the last several years. External funding has supported the development of multiple programs and services in the last five years, including:

- The renovation of the west campus library to incorporate a STEM Center and student collaboration rooms
- The establishment of a high tech MAGIC Lab for computer science and graphics students
- The development of an Agriculture Irrigation Technician program, (first in the state)
- Expansion of mental health services

- More than $750,000 in student scholarships
- Faculty exploration of the culture of the Central Valley of California to develop curriculum that reflects the lives of students in our classes
- Development of a Large Animal Veterinary Technician Program
- A redesign of the Student Services Division, including one-stop student services on both campuses
- Development of a Veterans' Center of Excellence with services for veteran students
- Enhancement of labor market research and support for CTE programs
- Donations of equipment and labor for multiple CTE programs from industry partners

MJC has been ambitious in tackling areas that need improvement over the last three years. We recognized that student success involves multiple departments, individuals, and processes. The Student Success and Equity Committee (SSEC) is aggressively addressing the success rates of disproportionately impacted students. The Distance Education Committee is working to increase online success rates as more and more students enroll in online courses. Faculty groups are reviewing and revising syllabi to improve student engagement. Basic Skills faculty are developing new curriculum and instructional approaches to reduce the time students spend in developmental education. The Student Services Division is undergoing a major redesign to shorten wait times, provide one-stop services, and reach at-risk students before they are lost.

Challenges

MJC employees are dedicated to the work of helping students reach their goals; however, we do not have a common vocabulary for expressing and defining purposes and initiatives. Identifying these shared definitions will focus efforts and help every constituent recognize progress and goal attainment.

Multiple campus initiatives along with dedicated funding are bringing much-needed resources to the campus. The level of detail of these initiatives, however, is overwhelming to many stakeholders. There has not been a clear approach to communicating the purpose of each initiative, nor how they impact campus operations and other programs.

New initiatives from the California State Chancellor's Office continue to come to the college with additional measures and mandates: The Student Equity Plan, the Student Success and Support Program, Strong Workforce, and the Basic Skills Initiative. In short, MJC administrators and faculty are highly engaged in multiple plans. All this work is meaningful; however, often the institution relies on the same participants who feel overwhelmed. There has not been a coordinated approach to understanding the purpose of each initiative, nor how they can be aligned to accomplish the mission of the college. Strengthening our organizational structure and determining priorities were previously identified as our two greatest challenges. We need to understand where projects intersect so we can leverage efforts, reduce duplication, and communicate progress.

One area that has been identified as important for clear, coordinated work is professional development. While resources have been plentiful for employees working in funded initiatives, they are inconsistent in other areas. Attending conferences or trainings in new approaches has been beneficial, however there is no coordinated effort to share best practices or develop new ideas

Plan

2.1 Strengthen collaborative work

Recommended workgroups:

- Engaging All Voices Task Force
- EMP Workgroup

A project-based approach to accomplishing the work of the EMP will engage multiple stakeholders in focused workgroups. Structures and processes outlined in the Engaging All Voices Handbook will be reviewed and refined in order to increase collaboration and enhance meaningful, productive work.

2.2 Establish a shared vision and common purpose

Recommended workgroup:

- EMP Workgroup

With a goal of creating a more vibrant, collegial community, college constituents identified improving campus engagement as a high priority. Communication was identified as an area in which the college can improve: sharing goals and progress toward goals, sharing innovative ideas and practices, and enabling cross-disciplinary collaboration. Plans will be developed to strengthen communication and engagement.

Growth Mindset Theory (Yeager and Walton, 2011) has been adopted by faculty in the classroom, in student support efforts, and in multiple programs on campus. The EMP will encourage a Growth Mindset approach to students, as well as faculty, staff, and administrators, which includes:

- Believing the mind is malleable, not fixed
- A feeling that one belongs
- Believing what one does is connected to one’s long-term goals

Training in theory and methods will enable MJC constituents to understand and use this approach in interpersonal interactions, leading to improved esprit de corps and greater engagement on the campus.

College initiatives will be mapped, coordinated, and communicated in order to:

1) Leverage resources in the most effective way
2) Understand individual and group responsibility in supporting each initiative
3) Reduce duplication of effort and initiative fatigue

2.3 Facilitate professional development that improves outcomes for students

Recommended workgroup:

- Professional Development Coordinating Committee

The college will develop a well-communicated system that identifies, tracks, and evaluates professional development opportunities that align with college priorities. Professional needs will be developed into a comprehensive plan that prioritizes and leverages training and growth experiences to ultimately improve learning for students.

EMP Priority 3: Student focused education and support that leads to completion (extraordinary, holistic services)

The college is committed to providing strong and equitable academic programs and services that help students complete their educational goals. We have set a high standard of service, meaning that every student is seen individually and receives the assistance they need in order to succeed. Every planning discussion includes the question: "How will it help students?" This question continues to be a guiding principle toward rich, evidence-based planning.

Current Environment

Initiatives at the college have shifted from a "deficit-minded" model to one of promise and growth-mindedness, in which the college meets students where they are to help them reach their educational goals. A particular priority is to reduce identified exit points where students leave courses and programs.

Based on research, a three-year Student Equity Plan was developed in 2015 with specific targets to reduce gaps for disproportionately impacted students. A detailed workplan is being implemented with activities, timelines, and data to be evaluated, including:

- Faculty-developed programs, including the First-Time-In-College course and Men of Color program
- Scholarship of Teaching and Learning Faculty workgroup to identify pedagogical approaches that improve outcomes for students of color
- Additional research personnel and training support in understanding data
- Additional Student Success Specialists (connecting students to support services)
- Book loan program for students

- Software that supports learning outcomes assessment, disaggregated by student population
- Re-designed student services facilities and processes that enable one-stop services on both campuses
- Comprehensive review of college policies and procedures to identify disproportionate impact
- Development of accelerated programs
- Exploration of meta majors/guided pathways

MJC has forty-eight Career and Technical Education (CTE) programs that are developed and updated through engagement with industry advisory committees. Twenty-four committees with 351 industry members meet regularly with faculty members to discuss curriculum and emerging demands in the field. Engagement with industry experts is driven by faculty. Members of advisory committees contribute equipment resources, financial resources, and clinical or internship opportunities for students.

Challenges

Many CTE departments have strong advisory councils, but not all. CTE faculty are challenged with time constraints to develop working partnerships with industry that strengthen and improve programs. Student internships and summer program opportunities are available, but not well-communicated. Industry partners in existing advisory councils have strongly expressed a need for employees with better professional, technical writing, and critical thinking skills.

Program information is available on the MJC website, but is of inconsistent quality and difficult to find. Students often enroll in programs without an adequate knowledge of program requirements, length of time to completion, additional education required, job opportunities, and potential earnings.

There is a 900/1 student/counselor ratio. With the current counseling/advising structure and more than 24,000 students, it is difficult to reach every student effectively.

The college does not have a comprehensive marketing plan to publish program opportunities in the community. Potential students do not know about the choices they have at MJC.

Students, particularly millennial students, enroll at MJC with years of experience in technology; however, many do not have a strong foundation in simple workplace technology, including: proper use of email; Microsoft Office programs such as Word, Excel, and PowerPoint. Additionally, many students lack important information literacy skills such as online research.

Plan

3.1 Design programs to meet industry needs

Recommended workgroups:

- CTE Workgroup

The college will explore model practices and recommend an approach for embedding technical skills, writing skills, critical thinking skills, computational skills, and professional workplace skills across CTE curriculum.

A Career & Employment Center that includes Workforce Investment Board (WIB) services will be established on campus with specific priorities that include developing student internships with industry, museums, or other organizations; developing job placement partnerships with industry, providing employer training and workshops on campus; and strengthening placement tracking.

3.2 Develop an information plan for students and potential students

Recommended workgroups:

- Student Advising Workgroup
- Website Workgroup (with technical expertise)
- Marketing Workgroup (with technical expertise)

A comprehensive approach to user-friendly, searchable program information (programs, courses, potential careers, expected wages, transfer universities) will be developed for the MJC website, including plans for updating and maintaining current information. In addition, a customized portal that enables students to access their schedule, education plan, grades, and financial aid information among other information will be developed.

A holistic design for student advising that meets student need will be developed. This may include exploration and development of advising networks that include counselors, instructional faculty, and specialists.

A comprehensive marketing plan, including programs, cost, and support services will be developed for multiple student populations (adult learners, English language learners, recent high school graduates, incumbent workers, and others).

3.3 Increase student skills and technology capacity

Recommended workgroup:

- Information Literacy Task Force

The college will investigate models for student competency in the use of workplace (and college) technology and information literacy. Best practices and recommendations will be made to establish an approach for student competency acquisition.

EMP Priority 4: Evidence-based assessment, refinement, and sustainable practices

MJC administrators, faculty and staff are mindful that in order to move the college forward and meet the ever-changing needs of students, a process of reviewing data and effective practices is necessary. This involves small-scale trials, evaluation, and improvement that leads to fully-scaled programs is necessary.

Current Environment

As administrators and faculty become skilled at understanding data, the focus has shifted to setting goals. However, as goals are set at various levels of the college, there is opportunity to improve coordination of these goals at institutional levels.

There are efforts to include key data measures in council and committee meetings so college constituents have regular review and discussion about progress toward student completion. The Institutional Research office created data dashboards and other data resources for college faculty and staff to use. Division trainings in multiple state and local data resources were presented to division faculty. There has been an increase in the number of faculty and administrators who have a strong working understanding of success measures and who use data to inform discussion and recommendations. Faculty are beginning to be trained in how to understand labor market information (LMI) as a measure of student success after exiting MJC.

Student retention and success rates in distance education courses were lower than those in comparable face-to-face courses. The Distance Education Coordinator worked with the DE committee and online instructors to develop an Online Readiness Certificate for students to determine whether they were prepared for online learning. In the first semester the assessment was offered, students who completed the certificate for extra credit had 94% retention and 85% success compared to 66% retention and 52% success for students who did not complete the assessment.

A group of faculty members are engaged in deep review of success and retention data disaggregated by ethnicity in their courses, identifying areas that need to be improved. These findings led to the development of student focus groups to improve understanding of the root causes for student attrition. 17,198 enrollments (duplicated headcount) in 20 high-volume courses are impacted by changes in syllabi, student-centered and project-based instructional approaches, and increased understanding of the diverse cultural needs of the students in our classrooms.

We are monitoring student outcomes closely over the next year to measure the true impact of new approaches on disproportionately impacted students, including success and retention rates, student focus groups and instructor interviews. All developmental projects include a plan for sustainability. We learned by experience that good programs cannot operate without a sustainable plan. Grants fund development of many projects, always with an eye to how the college can institutionalize the plan if it is effective.

Challenges

Consistent implementation, assessment, and communication of new efforts is a challenge. We do not have a coordinated approach to sharing the successes and hurdles encountered as programs are developed.

Student persistence is an important step toward completion. A significant number of students earn 30 – 45 units but do not complete. We see this as an opportunity to reach these students, help them analyze their goals and progress, and provide support that moves them toward their educational goals.

Modesto is ranked sixth lowest in the nation in educational attainment (Wallethub, 2016). As the only public higher education institution in the city of more than 200,000, we feel a responsibility to contribute to the education level that leads citizens out of poverty and unemployment in our community.

Student surveys and focus groups have helped understand needs on campus, but they can be more strategically implemented to ensure feedback is timely and is incorporated into planning efforts.

Plan

All programs and activities must lead to a) improved service to students and b) individual success, specifically increasing course success (earning a "C" or better), persistence (enrolled from fall to fall) and completion (earning a degree or certificate or transferring to a four-year university).

4.1: Increase completion and transfer readiness

Recommended workgroup:

- Student Success and Equity Committee

Recruitment efforts have increased in the last few years, but there is still work to do. Identification of underserved populations will be strengthened in order to increase access to enrollment and additional programs. Targeted professional development will be provided for faculty to better assist underserved student populations in reaching their educational goals.

In order to focus college efforts toward a specific goal, we have identified a single, aspirational indicator the college can aim for. All institutional efforts will be measured against the attainment of a **xx%** overall student completion rate.

Student feedback is a critical element. As baseline data are established and effective models identified, the use of student feedback will be incorporated through an annual student campus climate survey in order to develop programs and services that meet student needs.

4.2: Develop user-friendly access to consistent, reliable data

Recommended workgroup:

- EMP Workgroup (Institutional Research Office)

Focused efforts will be made to increase institutional capacity to review and understand institutional data (course success, persistence, completion). Efforts that include discussion of progress in College Council meetings and early involvement of institutional research to establish baselines and measure impacts will help implement projects in a more deliberate way. As data are embedded in committee and council discussions, we will gain a greater individual and collective understanding of how our efforts are impacting outcomes. Foundational data that are widely understood by campus stakeholders will be identified and published.

4.3 Analyze institutional enrollment trends, course demand and effective scheduling

Recommended workgroup:

- Enrollment Management Workgroup

A comprehensive review of enrollment trends will be undertaken, along with research into effective models at other institutions. Potential models and recommendations related to improved enrollment management will be developed.

4.4 Strengthen a culture of evaluation and improvement

Recommended workgroups:

- EMP Workgroup
- All Councils and Workgroups

Throughout the implementation of the Education Master Plan, priorities of formative and summative evaluation will be emphasized:

- Formative, as workgroups research and explore potential solutions, to ensure processes and communication are well-developed
- Summative, as workgroups complete deliverables (written plans, program outlines, recommendations), to assess impact on student outcomes

Objectives, Workplan, and Appendix

EMP priorities and objectives are listed below, followed by a logic model that maps MJC Strategic Directions, EMP priorities and campus initiatives; a working timeline of the plan; and a workplan of activities. An appendix includes descriptions of campus initiatives and tables outlining workgroups and deliverables.

Reading the Priorities, Objectives, and Workplan:

The objectives page (p. 21) shows the priorities, objectives, and workgroups on a single page. The Workplan section (p. 24 – 30) is the heart of the plan. It outlines the objectives, activities, workgroup, timeline and associated initiatives. The legend below is a guide to each section.

OBJECTIVES

Strategic Direction

EMP Priority

Objective

Recommended Team

1. Transform lives through programs and services that demonstrate measurable student achievement.	
EMP Priority 1: Academic excellence and teaching (intentional, well-communicated pathways to high-demand careers and continuing education)	
Objectives	Workgroups
1.1 Assess flexible program and scheduling options	FTIC, Pathways, Enrollment Management, Noncredit, Acceleration
1.2 Ensure program viability and curricular relevance	Dev Ed, CTE, Program Review, Outcomes Assessment

WORKPLAN

Strategic Direction

EMP Priority

Timeline

Objective

Recommended Team

Activities

Supporting Plan or Initiative

Outcome or Deliverable

EMP Priorities					
Strategic Direction 1: Transform lives through programs and services that demonstrate measurable student achievement					
EMP 1. Academic excellence, teaching and learning (intentional, well-communicated pathways to high-demand careers and continuing education)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/Initiative**
1.1 Assess flexible program and scheduling options	a) Build accelerated programs designed for diverse populations b) Establish comprehensive first year experience programs and support c) Identify program delivery methods and term lengths that align with student needs (fully online and fully evening programs; short terms)	Enrollment in accelerated programs Success & persistence rates Target: xx students/yr First year plan or recommendations Models for term lengths and different modalities recommended by workgroup	Summer 17/ Fall 18 Summer17/ Fall 18 Pilot by fall 2019 (semester status reports)	Acceleration Workgroup FTIC Workgroup/ Dean of Equity Pathways Workgroup/ Enrollment Management Group	Achieving the Dream (ATD) Student Equity SSSP Noncredit SSSP Basic Skills Initiative Adult Education Block Grant (AEBG)

EMP Priorities and Objectives

Twelve objectives have been developed to meet four EMP priorities. All priorities are linked to the MJC Strategic Directions.

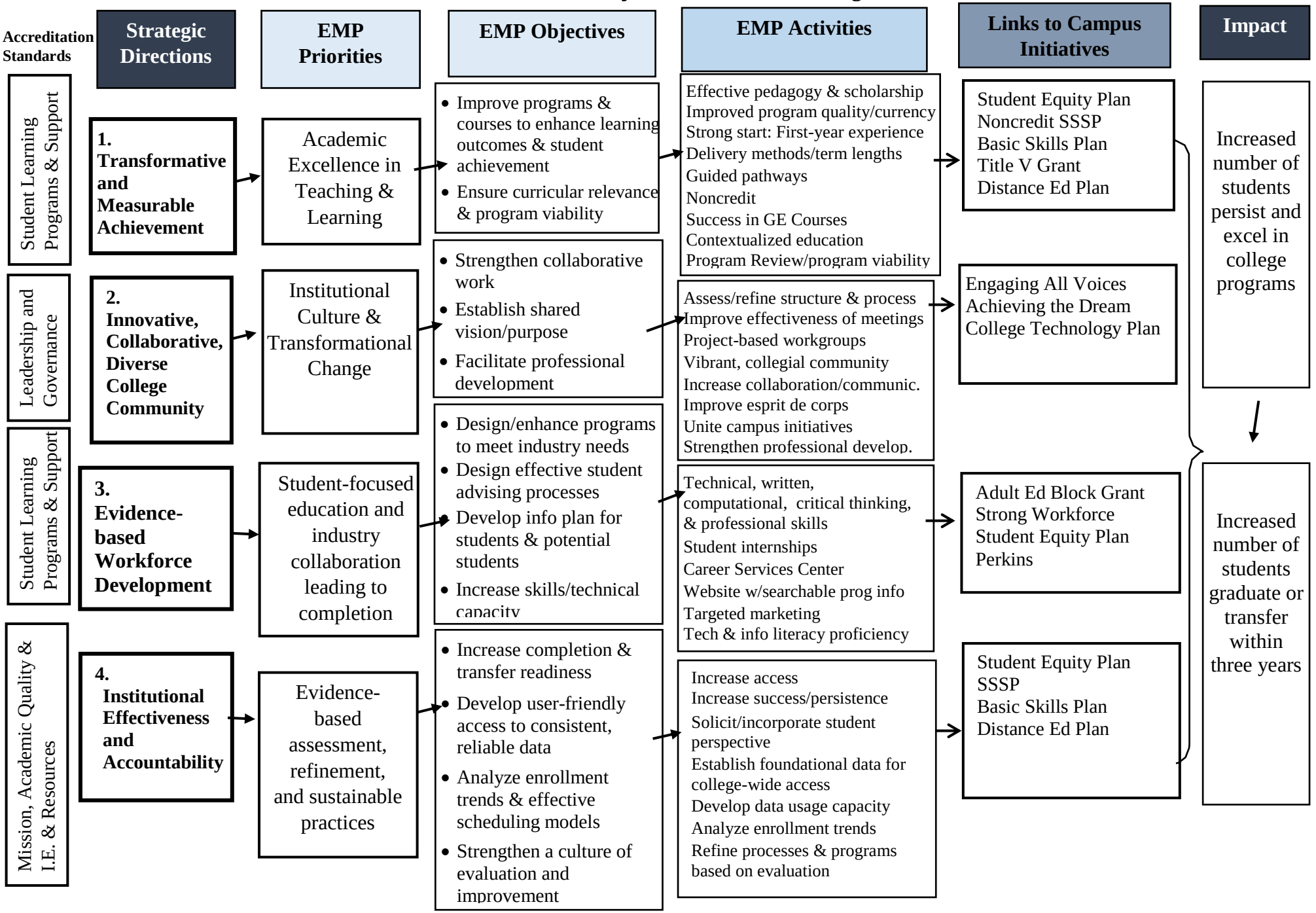
Strategic Direction #1. Transform lives through programs and services that demonstrate measurable student achievement.	
EMP Priority 1: Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to high-demand careers and continuing education)	
Objectives	Workgroups
1.1 Improve quality, currency, and alignment of curriculum and instructional programs to increase student learning	FTIC, Pathways, PDCC, Enrollment Management, Noncredit, Acceleration
1.2 Ensure curricular relevance and program viability	Dev Ed, CTE, Program Review, Outcomes Assessment

Strategic Direction #2. Build & sustain an innovative, educational community characterized by collaboration, learning, growth, and diversity.	
EMP Priority 2: Institutional culture and transformational change	
Objectives	Workgroups
2.1 Strengthen collaborative work	Engaging All Voices
2.2 Establish a shared vision and common purpose	Education Master Plan
2.3 Facilitate professional development	PDCC

Strategic Direction #3. Offer flexible and responsive programs to meet educational and workforce needs measured through program changes, adaptations, and technological upgrades.	
EMP Priority 3: Student focused education and support that leads to completion (extraordinary, holistic services)	
Objectives	Workgroups
3.1 Design programs to meet industry needs	CTE
3.2 Develop info plan for students/potential students	Website, Marketing
3.3 Increase skills and technology capacity	Tech & Info Literacy (Task Force)
3.4 Design a collaborative process for student advising	Student Advising Workgroup

Strategic Direction #4. Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability.	
EMP Priority 4: Evidence-based assessment, refinement, and sustainable practices	
Objectives	Workgroups
4.1 Increase completion and transfer readiness	Pathways
4.2 Develop user-friendly access to reliable data	Data
4.3 Analyze enrollment trends & effective scheduling	Tech/Info Literacy (Task Force)
4.4 Strengthen a culture of evaluation/improvement	Education Master Plan

MJC EMP Priorities, Objectives, and Activities Logic Model



EMP Timeline

Activity	Workgroup	Spring 17	Summer 17	Fall 17	Spring 18	Summer 18	Fall 18	Spring 19	Summer 19	Fall 19	Spring 20	Summer 20	Fall 20
2.2.a. Engage the college in vibrant, collegial interaction	EMP												
2.2.b. Increase collaboration and communication	EMP												
2.2.c. Improve esprit de corps and Growth Mindset support for all stakeholders	EMP												
4.4.a. Refine processes & programs based on evaluation results	EMP												
1.2.c. Develop/complete program viability process	AcSen												
1.2.d. Refine program review/outcomes assessments processes	PR/OS												
2.1.a. Assess/refine governance structure/processes	EAV												
2.1.b. Improve the effectiveness of meetings	EAV												
2.1.c. Develop project-based workgroups to address initiatives	EMP												
4.2.a. Establish foundational data for college wide access	EMP												
2.3.a. Strengthen professional development system	PDCC												
2.3.b. Develop, support & evaluate PD initiatives	PDCC												
1.1.a. Explore, implement & measure effective pedagogical models and scholarship to support student learning outcomes	ACC												
1.1.c. Establish FYE programs & support	FTIC												
2.2.d. Unite campus initiatives	EMP												
3.1.c. Re-conceptualize Career Center to include placements and referrals	CTE												
3.2.a. Design a user-friendly website and app w/program info	WEB												
3.2.b. Develop & market program material and course scheduling, targeted to multiple student lifestyles	MAR												
3.2.c. Design collaborative, holistic advising processes/services for students	SAW												
1.1.b Assess/improve quality & currency of instructional programs	OS												
4.1.a. Increase access	SSEC												
4.1.b. Increase success & persistence rates	SSEC												
4.1.c. Solicit and incorporate student perspective into evaluation	SSEC												
4.2.b. Develop data usage capacity on campus	EMP												
4.3.a. Analyze enrollment trends/develop enrollment models	EnrMg												
1.1.e. Develop guided pathways (block programs/courses/maps)	PATH												
1.1.f. Develop a noncredit program	NC												
3.1.a. Develop curriculum for technical, writing, critical thinking, computational, and professional skills	CTE												
3.1.b. Develop student internships w/industry	CTE												
3.3.a. Explore technology & info literacy proficiency	IL												
1.1.d. Identify program delivery methods and term lengths (online/evening/short term)	PATH EM												
1.2.a. Improve skills attainment & learning of students in GE courses	DevEd												
1.2.b. Explore contextualized math/English for CTE	CTE												

EMP Workplan					
Strategic Direction 1: Transform lives through programs and services that demonstrate measurable student achievement (ACCJC Standards 1 & 2)					
EMP 1. Academic excellence in teaching and learning (intentional, well-communicated pedagogy, curriculum, and pathways to high-demand careers and continuing education)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/Initiative**
1.1 Improve quality, currency, and alignment of curriculum and instructional programs to increase student learning ACCJC Standards: I.B.5 II.A.1 II.A.5 II.A.6-9	a) Explore, implement & measure effective pedagogical models and scholarship to engage students and facilitate relevant learning outcomes, (e.g., Reading Apprenticeship, acceleration, and other models)	Models piloted and scaled	summer 2017/ fall 2018	Instruction Council Acceleration Workgroup	Achieving the Dream (ATD) Student Equity SSSP
	b) Assess and improve the quality and currency of instructional programs and pedagogy, including technology-enhanced learning, to increase student achievement	Success & persistence rates	fall 2017/ ongoing	Instruction Council/ Outcomes Assessment	Noncredit SSSP Basic Skills Initiative
	c) Establish comprehensive first-year experience programs and support	1st-year recommendations or plan	summer2017/ fall 2018	FTIC Workgroup/ Outcomes Assessment	Adult Education Block Grant (AEBG)
	d) Identify innovative program delivery methods and term lengths that align with student needs (fully online, hybrid, and fully evening programs; short terms)	Models for term lengths and different modalities recommended by workgroup	Pilot by fall 2019	Pathways Workgroup/ Enrollment Management Group	Strong Workforce CTE Perkins
	e) Develop guided pathways (block programs/courses/ maps/redesigned advising/redesigned developmental education to shorten the time to completion)	Pathways model/plan recommended by workgroup	fall 2017/ summer19		Distance Ed Plan
	f) Develop a vibrant noncredit program to deliver supplemental or developmental education	Noncredit plan Noncredit completion rates/success in subsequent courses	fall 2017/ fall 2018	Noncredit workgroup	Title V Grant

EMP 1. Academic excellence, teaching and learning (intentional, well-communicated pathways to high-demand careers and continuing education (Continued)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/Initiative**
1.2 Ensure curricular relevance and program viability ACCJC Standards: I.B.1-4	a) Improve skills attainment and learning of underprepared students in GE courses	Increased % of students who place below college level math and/or English who complete GE courses	fall 2018/ fall 2019	Dev Ed Workgroup	Reading Apprenticeship Multiple Measures Student Equity
	b) Explore contextualized education (e.g., math/English for CTE students)	CTE contextualized recommendations	spring 2019/fall 19	CTE Faculty/ Dev Ed Workgroups	CTE Perkins Strong Workforce Basic Skills Plan AEBG
	c) Develop and complete program viability procedures	Board policy for program viability	spring 2017	Academic Senate	Student Equity
	d) Refine program review and outcomes assessment processes leading to improved student learning outcomes	Completed pilots and institution-wide implementation of program review solution	spring 2017/ summer 2017	Program Review workgroup Outcomes Assessment Workgroup	

EMP Workplan					
Strategic Direction 2: Build & sustain an innovative, educational community characterized by collaboration, learning, growth, and diversity (ACCJC Standards II.A and IV.A)					
EMP 2. Institutional culture and transformational change					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/ Initiative**
2.1 Strengthen institutional collaborative work ACCJC Standard IV.A	a) Assess and refine governance structure and processes to be more effective, meaningful and clear	Documented and communicated assessment/refinement of council goals	spring 2017/ fall 2017	Engaging All Voices Task Force (EAV) (College Council)	Engaging All Voices IEPI
	b) Improve the effectiveness of meetings	72-hour notice of agendas Standardized reporting Actionable items aligned with committee/council charges	spring 2017/ fall 2017	EAV Task Force	
	c) Develop project-based workgroups to address initiatives	Formal workgroup reports to relevant councils and committees	spring 2017/ summer 2017	EMP Workgroup	
2.2 Establish a shared vision and common purpose ACCJC Standard I.A I.B I.C IV.A	a) Engage the college in vibrant, collegial interaction	Annual campus climate survey to assess	spring 2017 & ongoing	EMP Workgroup	All
	b) Increase collaboration and communication between campus stakeholders	Annual campus self-evaluation gathering	May, annually		
	c) Improve esprit de corps and Growth Mindset support for all stakeholders	Informal social gatherings	ongoing		
	d) Unite campus initiatives	Dashboard that maps campus initiatives	fall 2017		

EMP 2. Institutional culture and transformational change (Continued)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/ Initiative**
2.3 Facilitate professional development that improves outcomes for students ACCJC Standards II.A.7 II.B.1 III.A.1 III.A.2	a) Strengthen professional development system to increase staff/faculty capacity b) Develop, support and evaluate scalable and immediately impactful professional development initiatives	Well-communicated system for identifying, tracking, and evaluating PD opportunities that align with college priorities Comprehensive PD Plan	summer 2017/ fall 2017 summer 2017/ spring 2018	PDCC/College Council	ATD

EMP Workplan					
Strategic Direction 3: Offer flexible and responsive programs to meet educational and workforce needs measured through program changes, adaptations, and technological upgrades (ACCJC Standard I.A.1)					
EMP 3. Student focused education and support that leads to completion (Provide extraordinary, holistic services)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/ Initiative**
3.1 Design and enhance programs to meet industry needs ACCJC Standards I.B.1 II.A.1	a) Develop curriculum for: Technical skills Writing skills Critical thinking skills Computational skills Professional workplace skills b) Develop student internships w/industry, museums or other orgs c) Re-conceptualize Career Center to include placement/referrals	Plan for embedding professional skills across CTE curriculum Student internships and workplace opportunities established for qualified students Establishment of a center to refer and help place students	fall 2017/ fall 2018 spring 2018/ fall 2018 summer 17/ Fall 17	CTE Workgroup (Instruction Council)	Strong Workforce AEBG CTE Perkins Student Equity

EMP 3. Student focused education and support that leads to completion (Provide extraordinary, holistic services) (Continued)					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/ Initiative**
3.2 Develop an information plan for students & potential students ACCJC Standards II.C.1 II.C.5	a) Enhance the website and design an app w/detailed program information (courses, potential careers, expected wages, transfer universities) b) Develop & market program material and course scheduling targeted to benefit multiple student lifestyles & schedules c)	Workgroup recommendations, plan, website and app for students to access information Written marketing plan for MJC	summer 2017/ summer 2018 summer 2017/ fall 2018	Website workgroup (College Council w/technical expertise) Marketing Workgroup (College Council w/technical expertise)	Student Equity Student Success Strong Workforce AEBG
3.3 Increase student skills and technology capacity ACCJC Standard II.B.1	a) Explore technology and information literacy proficiency for college and workplace success	Best practices identified and recommendations made for student competency acquisition	fall 2018/ fall 2019	Technology & Info Lit Task Force	ATD Student Equity SSSP
3.4 Design collaborative, holistic advising processes and services for students	a) Explore a redesign of student advising	Comprehensive advising network for students with counselors, instructors, and specialists	fall 2017/fall 2019	Student Advising Workgroup	Student Equity Student Success Strong Workforce

EMP Workplan					
Strategic Direction 4: Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability (ACCJC Standard III)					
EMP 4. Evidence-based assessment, refinement, and sustainable practices					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/Initiatives**
4.1 Increase student completion and transfer readiness ACCJC Standard II.A.6	a) Increase access	Increased identification, recruitment and service of underserved populations	fall 2017 - ongoing formative measures/ summative	SSEC/ Instruction Council	ATD Student Equity/SSSP
	b) Increase success & persistence rates	Increased completion rates to xx% by 2022 (defined by College Council)	by fall 2022	Instruction Council	BSI Strong Workforce
	c) Solicit and incorporate student perspective into evaluation and refinement processes	Annual student campus climate survey	fall 2017 - ongoing	SSEC	IEPI
4.2 Develop user-friendly access to consistent, reliable data ACCJC Standard III.C.4	a) Establish foundational data for college-wide access	Well-communicated data dashboard with common reports	summer 2017/ fall 2017	EMP (Institutional Research Office)	All
	b) Develop data usage capacity on campus	Trained faculty, administrators and staff in customized data utilization	fall 2017/ summer 2018		

EMP 4. Evidence-based assessment, refinement, and sustainable practices					
Objective	**Activities**	**Outcome Target/ Deliverable**	**Timeline**	**Recommended Team**	**Plan/ Initiatives**
4.3 Analyze institutional enrollment trends, demand & effective scheduling ACCJC Standard I.B.5-9	a) Analyze enrollment trends and develop enrollment models	Recommendations shared with College Council	fall 2017/ ongoing	Enrollment Management Workgroup	All plans
4.4 Strengthen a culture of evaluation and improvement ACCJC Standard I.C II.A	a) Refine processes & programs based on evaluation results	Workgroup evaluations of all objectives	Annually every spring (May gathering)	EMP and all workgroups/ Councils	All plans

APPENDICES

The appendices below contain several documents to aid in the organization of the workgroups.

Appendix A: The *Workgroup Progress and Evaluation Template* is intended to help capture exploration, including research into models based in current scholarship, workgroup productivity and progress, and to serve as a tool that captures evidence that meets the college mission, EMP priorities, MJC Strategic Directions and ACCJC accreditation standards. The EMP Workgroup will assess the progress of the EMP through the review of these forms. Recommendations, challenges and ideas will be shared with College Council and at the annual college assessment day to be held at the end of each academic year.

Appendix B: The *Recommended Education Master Plan Workgroups and Deliverables* table lists workgroups, assigned objectives, reporting structure, and anticipated deliverables to help guide the progress of each group.

Appendix C: *Initiative Descriptions* is an alphabetized list of the initiatives currently being discussed or implemented at the college. These initiatives are integral to the success of the EMP and are linked in the workplan.

Appendix D: The *Campus Initiatives Linked to MJC Priorities* table illustrates some of the ways the initiatives in Appendix C support the goals and priorities of the college.

Appendix E: *Data Elements Considered in the Development of the MJC Education Master Plan* shows snapshots and trends that were reviewed in the development of this plan.

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Appendix A

Modesto Junior College
Workgroup Progress and Self-Evaluation Template

Workgroup Name:		
Workgroup Task:	**Outcome or Deliverable:**	
Milestone Goals: ▪ **One** ▪ **Two** ▪ **Three**	**Accreditation Standard(s):** **Strategic Direction:** **EMP Objective:**	
Academic Year: 2017/18	**Workgroup Members:** ▪ XX (Chair) ▪ XX (co-Chair) ▪ XX	▪ XX ▪ XX ▪ XX ▪ XX
Baseline Data:	**End-of-Year Data:**	[Links to data]

Month	Meeting Date(s)	Number Attending	Minutes Posted		List Major Issues/ Tasks Addressed	Documents/ Evidence
Nov	11/4/17	6	☐ Yes	☐ No	Discussed potential data for baseline. Identified colleges to contact for additional research. Identified journal articles/books to research.	[links to docs here]
	11/16/17	5	☐ Yes	☐ No		
Dec	12/2/17	4	☐ Yes	☐ No		
	12/14/17	6	☐ Yes	☐ No		
Jan	1/5/18	5	☐ Yes	☐ No		
	1/16/18	5	☐ Yes	☐ No		
Average Attendance		5				

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Major Workgroup achievements	
Major obstacles/challenges	
Findings and Recommendations	
Effective Models	
Scholarly research recommended (citations)	
Review of Goals from Previous Year	
Committee Goals for Coming Year	

Chair/Co-Chair Signature: _____	Chair/Co-Chair Signature: _____
Chair/Co-Chair Name: _____	Chair/Co-Chair Name: _____

MJC 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, undergraduate 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.

Template modeled on a design from Imperial Valley College

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Appendix B

Education Master Plan Workgroups and Deliverables

Project Workgroup	Abbr.	Object.	Reporting Structure	Deliverables
Acceleration Workgroup	ACCEL	1.1, a	Instruction Council	Recommendations for accelerated basic skills courses & sequences
First-Time-In-College Workgroup	FTIC	1.1, b	SSEC	Recommendations for 1st year program and support
Pathways Workgroup	PATH	1.1, c, d	Instruction Council	Pathways plan or roadmap
Enrollment Management Workgroup	EM	1.1, c, d 4.3, a	College Council	Recommendations for enrollment management strategies Models for different modes and delivery
Noncredit Workgroup	NC	1.1, e	Instruction Council	Noncredit plan
Developmental Education Workgroup	DEV ED	1.2, a, b	Instruction Council	Updated Developmental Education Plan
Professional Development Comm.	PDCC	2.3, a, b	College Council	Annual professional development plan
Student Advising Workgroup	SAW	3.2, c	St Services Council	Holistic, collaborative student advising plan
Website Workgroup	WEB	3.2, a	College Council	Website w/program and job information: 2- to 3- click searches
Marketing Workgroup	MAR	3.2, b	College Council	Marketing plan for diverse student groups
Career Technical Ed Faculty Workgroup	CTE	1.2, b 3.1, a-c	Instruction Council	Professional skills recommendations Student internship opportunities
Program Review Workgroup	PR	1.2, d	Instruction Council	Program Review Cycle: timeline, review process, training outline
Outcomes Assessment Workgroup	OA	1.2, d	Instruction Council	Written recommendations for outcomes assessment
Engaging All Voices Task Force	EAV	2.1, a, b	College Council	Revised Engaging All Voices handbook
Information Literacy Task Force	IL	3.3, a	Instruction Council	Recommendations for ways to help students become proficient in technology and info literacy
Student Success & Equity Committee	SSEC	4.1, a-c	Instruction Council	Increased access, success, persistence Regular Student feedback
Education Master Plan Workgroup	EMP	2.1, c 2.2, a-d 4.2, a, b 4.4, a	College Council	Campus Climate Survey Initiative dashboard Data dashboard and training Workgroup evaluations

Appendix C

Initiative Descriptions

The MJC Education Master Plan incorporates all major planning initiatives at the college. The plans identified below include multiple objectives and activities that fold into the EMP priorities:

Achieving the Dream (ATD)
MJC is part of the Achieving the Dream National Reform Network cohort to improve student progression through five success milestones: (a) advancement from developmental education into credit-bearing courses; (b) completion of gatekeeper courses (math & English); (c) success ('C' or better); (d) persistence from one term to the next; and (e) earning a degree or credential.

Adult Education Block Grant (AEBG)
The Adult Education Consortium, made up of MJC, Columbia College, and multiple school districts in Stanislaus and Tuolumne Counties, administers this grant to strengthen and expand education services, courses and programs for adult learners in the Stanislaus and Mother Lode region.

Basic Skills Plan (BSP)
MJC has a coordinated plan to address the developmental needs of a large percentage of its students. The plan includes tutoring and supplemental instruction, counseling, and curriculum redesign to increase achievement for students with basic skills needs.

College Technology Plan (CTP)
The MJC Technology Plan was revised in 2017. It includes goals to support faculty, staff, and student technology training; strategic planning for software and hardware needs; and standards for identifying new technology needs.

Common Assessment Initiative (CAI)
A statewide initiative working to develop system-wide common assessment tools for ESL, math and English.

Credit Student Success & Support Plan (C-SSSP)
The College has a comprehensive plan to provide core services to students, including (a) orientation, (b) assessment, (c) education planning (abbreviated and comprehensive), and (d) follow-up services (including counseling, advising, tutoring, and other services).

CTE Perkins (Perkins)
Federal funding to improve career-technical education programs, integrate academic and CTE instruction, serve special populations, and meet gender equity needs.

Distance Education Plan (DEP)
MJC has a comprehensive written plan to address the needs of more than 20% of its students enrolled in online courses. The plan includes faculty training, online methodology to address equity gaps, technical assistance for students and faculty, and instructional development support.

Engaging All Voices (EAV)
MJC's design for shared governance, including processes and mechanisms through which college constituent voices contribute to decision making. It includes council and committee structures, timelines, and sequences for decisions and communication methods.

Institutional Effectiveness Partnership Initiative (IEPI)
A statewide collaborative effort to advance the effectiveness of California Community Colleges. MJC set IEPI standards in 2016 for multiple data elements. These are threshold goals to move the college forward. The EMP aims to develop an overarching aspirational goal which all other goals will lead to.

Noncredit Student Success & Support Plan (NC-SSSP)
The college offers core success services to noncredit students, including (a) orientation, (b) assessment and placement, (c) education planning (noncredit student education plan), & (d) follow-up services (counseling, advising, tutoring, and other services).

Student Equity Plan (SEP)
MJC has a prioritized commitment to student equity in its programs and services. Student populations with disproportionate impact include African American and Hispanic students, Foster Youth, Veterans, and Students with Disabilities. Specific activities are being implemented to decrease the equity gap for these students in (a) access, (b) course completion, (c) ESL & Basic Skills progression, (d) degree and certificate completion, and (e) transfer.

Strong Workforce (SW)
SW is a statewide initiative to expand the availability of quality community college career technical education and workforce development courses, programs, pathways, credentials, certificates, and degrees. Funds are allocated to expand and create CTE programs that meet industry needs.

Title V Grant (TVG)
The "Removing Barriers" grant is focused on removing academic, procedural, and physical barriers for students. It includes a redesign of Student Services to provide one-stop service to students, support for accelerated instruction, and a review of college processes and procedures to improve service.

Appendix D

Campus Initiatives Linked to MJC Priorities

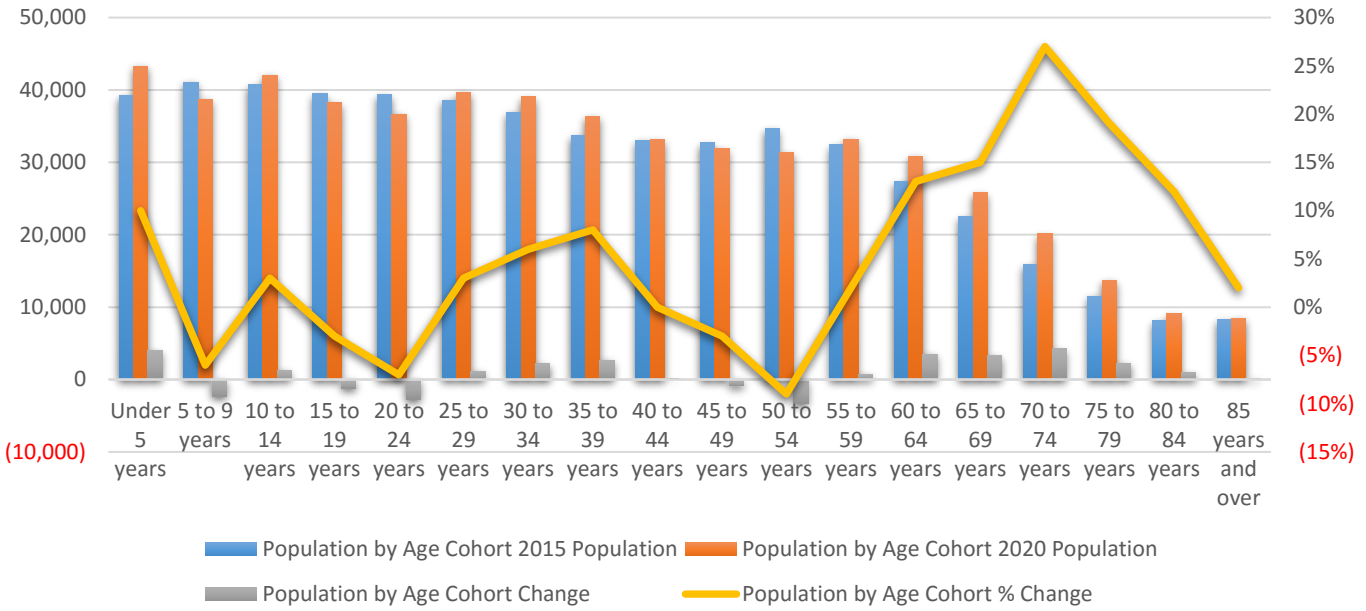
FOCUS	INITIATIVE								
Leadership	EAV	ATD	IEPI						
Evidence	EAV	ATD	SEP	CSSSP	NCSSSP	AEBG	IEPI	Title V grant	
Engagement	EAV	ATD	SEP	IEPI				Title V grant	
Equity	EAV	ATD	SEP	BSI	AEBG	AEBG	DE Plan	Title V grant	
Institutional Effectiveness	EAV	ATD	SEP	IEPI					
Pathways		ATD	SEP	AEBG	BSI	SW	DE Plan	Title V grant	
Access		AEBG	SEP	CSSSP	NCSSSP	CTP	DE Plan	Title V grant	CAI
Orientation		AEBG	SEP	CSSSP	NCSSSP				
Assessment		AEBG	SEP	CSSSP	NCSSSP				
Education Planning		AEBG	SEP	CSSSP	NCSSSP				
Follow up Services		AEBG	SEP	CSSSP	NCSSSP				
Basic Skills		AEBG	SEP					Title V grant	
Completion		AEBG	SEP	BSI	SW	IEPI	DE Plan	Title V grant	
Transfer		AEBG	SEP	IEPI					
Industry Partnerships		AEBG		SW					
Jobs		AEBG	SEP	SW					
Training		AEBG	CTE Plan						
Service	ATD	AEBG	SEP	CSSSP	NCSSSP	CTP		Title V grant	

Appendix E

Data Elements Considered in the Development of the MJC Education Master Plan

- Modesto Junior College is a federally-designated Hispanic-Serving Institution, based on the percentage of Hispanic students we serve.
- The number of Stanislaus County residents between the ages of 15 and 24 years of age is projected to contract over the next five years. 64% of current MJC students are between the ages of 18 and 24.
- 48% of MJC students are Hispanic, an increase of 8 percentage points in the last 3 years. 45% of Stanislaus County residents are Hispanic.
- 77% of the adult population in Stanislaus County does not possess a college degree (associate, bachelor, or graduate), significantly higher than the state of California or the nation. 87% of Hispanic adults in Stanislaus County do not possess a college degree.
- The living wage in Stanislaus County for one adult and two children is $26.09 per hour
- The professional skills most frequently listed by area employers in job postings are communication, writing, organizational skills, and computer skills.
- The technical skills most frequently listed by area employers in job postings are advanced cardiac life support, acute care, patient care, and repair
- Retention and success rates have fluctuated slightly since 2008 (retention: 76% - 82%; success: 58% - 65%)
- Course completion rates for African American students are significantly lower (-22 percentage points) than the highest achieving subgroup (Asian)
- Only 33% of Hispanic students progress from Basic Skills math into a transfer-level math course; only 28% of African American students progress through that sequence.
- Only 37% of Hispanic students progress from Basic Skills English into a transfer-level English course; only 32% of African American students progress through that sequence.
- Online retention and success rates have steadily increased and are within a range of 3 to 5 percentage points of overall retention and success rates.
- The number of evening courses and sections at MJC has fluctuated over the last seven years, declining in 2015.
- More than 50% of MJC students have declared CTE as their program of study. 17.5% have declared STEM; 16.6% declared liberal arts (defined as non-STEM and non-CTE); 15% were undecided.
- The percentage of students enrolled in a non-transfer level course in math or English has increased to more than 65% of all students over the last seven years.
- Success and retention in STEM courses has increased by nearly seven percentage points in the last five years.

Population by Age Cohort, 2015-2020
Stanislaus County



Source: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2016.1 Class of Worker

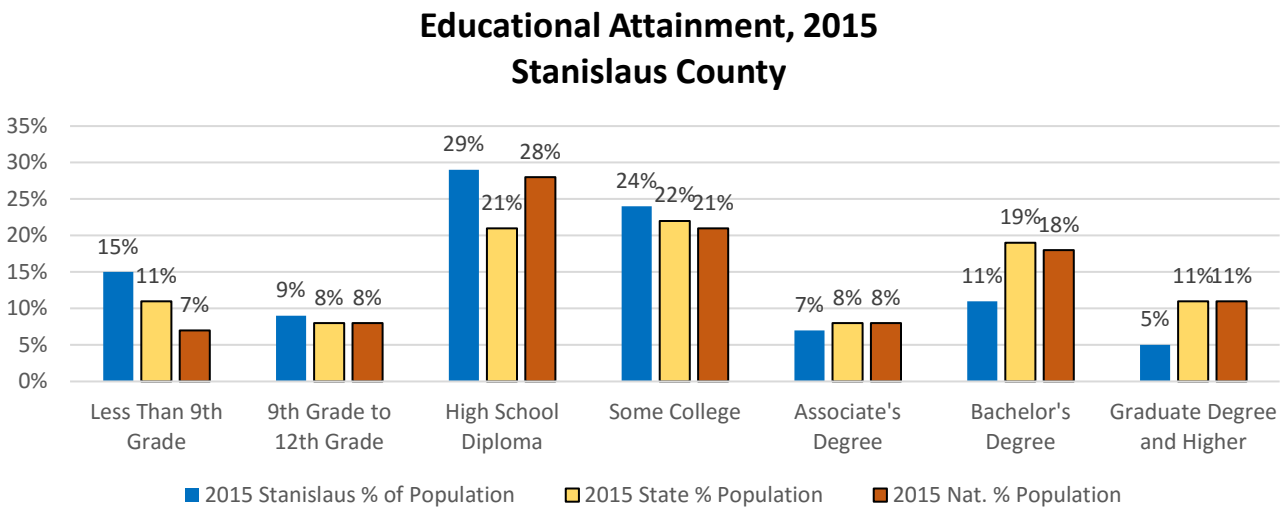
The number of residents in Stanislaus County between the ages of 15 and 19 years is projected to contract by 1,200 over the next five years (3%). The number of residents between the ages of 20 and 24 years is projected to contract by 2,697 over the next five years (7%). In the 2014-15 academic year, the number of MJC students between the ages of 18 and 24 was 15, 539 (64% of the total student population).

Population by Race/Ethnicity, 2015-2020
Stanislaus County

Race/Ethnicity	2015 Population	2020 Population	Change	% Change	2015 % of Cohort	2020 % of Cohort
White, Non-Hispanic	234,271	228,433	(5,838)	(2%)	43.75%	41.41%
Hispanic	238,743	256,780	18,037	7%	44.58%	46.55%
Asian	28,429	30,747	2,318	8%	5.31%	5.57%
Two or More Races	13,761	14,522	761	6%	2.57%	2.63%
African American	13,614	14,141	527	4%	2.54%	2.56%
Native Hawaiian or Pacific Islander	3,774	4,238	464	12%	0.70%	0.77%
American Indian or Alaskan Native	2,891	2,799	(92)	(3%)	0.54%	0.51%
Total	**535,483**	**551,660**	**16,179**	**3%**	**100.00%**	**100%**

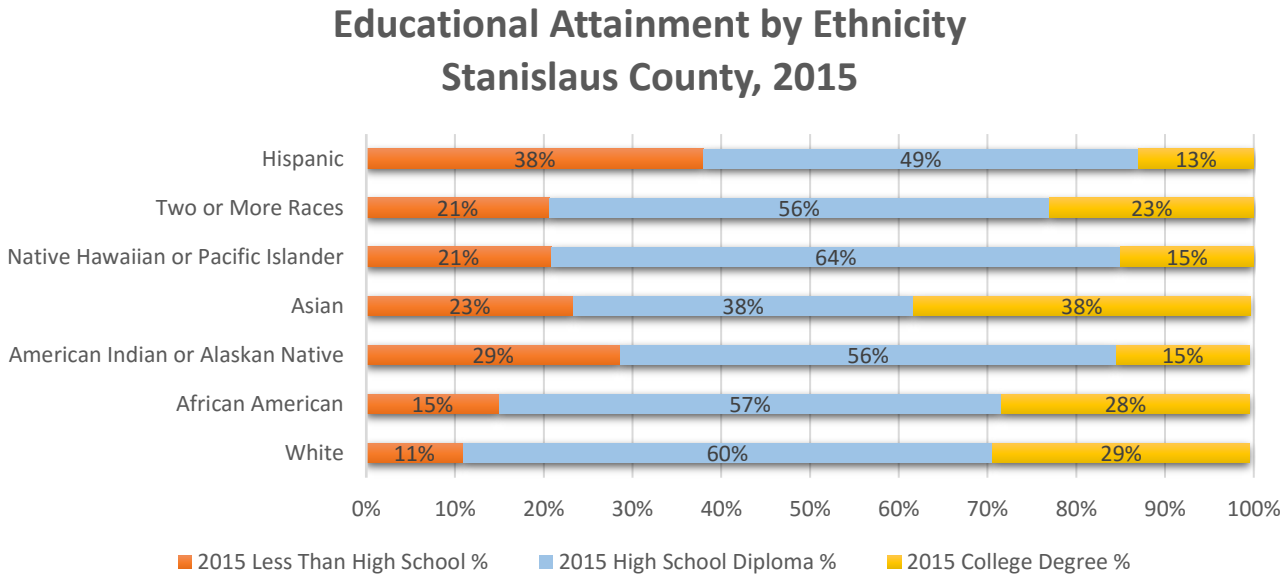
Source: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2016.1 Class of Worker

The number of residents of Hispanic descent continues to increase. Currently, Hispanic is the largest demographic in the county. By 2020, the number of residents identified as white will decline by 2% while the number of residents identified as Hispanic will increase by 7%. Other populations have fewer numbers and their projected changes will have smaller impacts on the overall percentage of the cohort.



Source: QCEW Employees, Non-QCEW employees & Self-Employed – EMSI 2016.1 Class of Worker

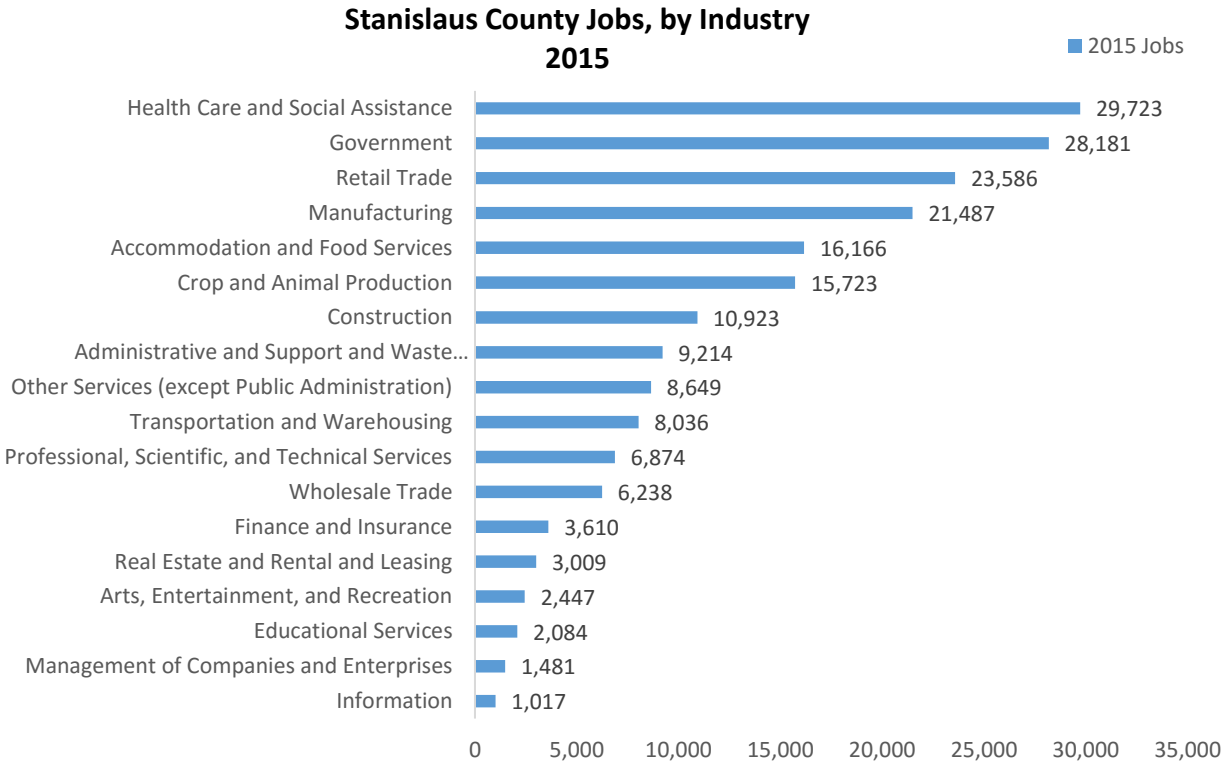
Nearly one-third of Stanislaus residents have not progressed academically past a high school diploma. An additional 15% have less than a 9th grade education. Almost a quarter of county residents have some college experience, but did not complete. Only sixteen percent of the population has a bachelor's degree or higher. Stanislaus County educational attainment is lower in every measure when compared to state or national percentages.



Source: QCEW Employees, Non-QCEW Employees & Self-Employed – EMSI 2016.1 Class of Worker

Hispanic residents have the lowest overall educational attainment, with only 13% achieving a college degree and more than one third not completing high school. American Indian/Alaskan Native are also low on the educational attainment scale, with 29% not completing high school and only 15% with a college degree. Asian residents have the highest educational attainment levels, followed by White and African American residents. The largest percentages for every demographic group are in the High School Diploma completion level.

Stanislaus County Employment Information



EMSI; California Labor Market Information Department, 2016

Unemployment Rates	Stanislaus County	California	United States
January 2016	9.4%	5.7%	5.2%

Stanislaus County Living Wage Calculator

Hourly Wages	1 Adult	1 Adult 1 Child	1 Adult 2 Children	1 Adult 3 Children	2 Adults (One Working)	2 Adults (One Working) 1 Child	2 Adults (One Working) 2 Children	2 Adults (One Working) 3 Children	2 Adults	2 Adults 1 Child	2 Adults 2 Children	2 Adults 3 Children
Living Wage	$10.34	$22.52	$26.09	$33.05	$17.08	$20.83	$23.46	$27.09	$8.54	$12.41	$14.42	$16.94
Poverty Wage	$5.00	$7.00	$9.00	$11.00	$7.00	$9.00	$11.00	$13.00	$3.00	$4.00	$5.00	$6.00
Minimum Wage	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00	$9.00

Living Wage Calculator, 2015, Massachusetts Institute of Technology

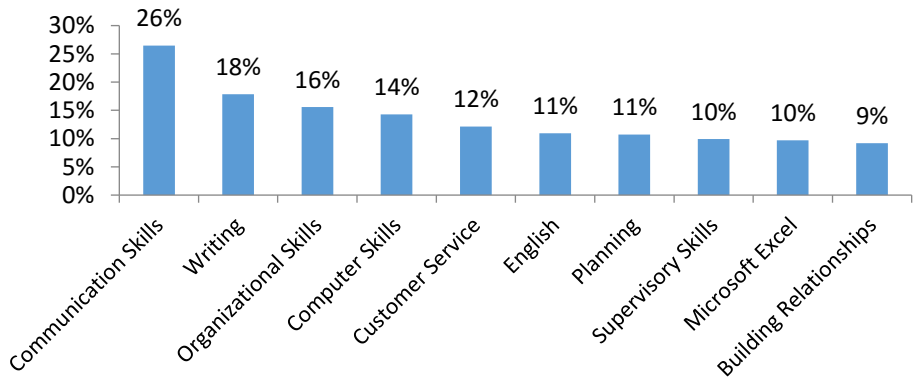
Stanislaus County Industry Growth Data

Fastest Growing Industries	2015 Jobs	2020 Jobs	% Change	2015 Earnings Per Worker
Services for the Elderly and Persons with Disabilities	5,353	7,263	0.36	$13,398
Limited-Service Restaurants	7,164	8,007	0.12	$16,069
HMO Medical Centers	1,989	2,775	0.39	$159,979
Wineries	3,099	3,652	0.18	$114,946
Discount Department Stores	2,579	3,120	0.21	$23,605
Temporary Help Services	2,580	3,109	0.2	$27,158
General Warehousing and Storage	1,479	1,879	0.27	$54,837
Warehouse Clubs and Supercenters	1,227	1,611	0.31	$38,642
Postharvest Crop Activities (except Cotton Ginning)	1,520	1,901	0.25	$47,564
Home Health Care Services	1,224	1,574	0.29	$47,167

Central Region Center of Excellence, 2016

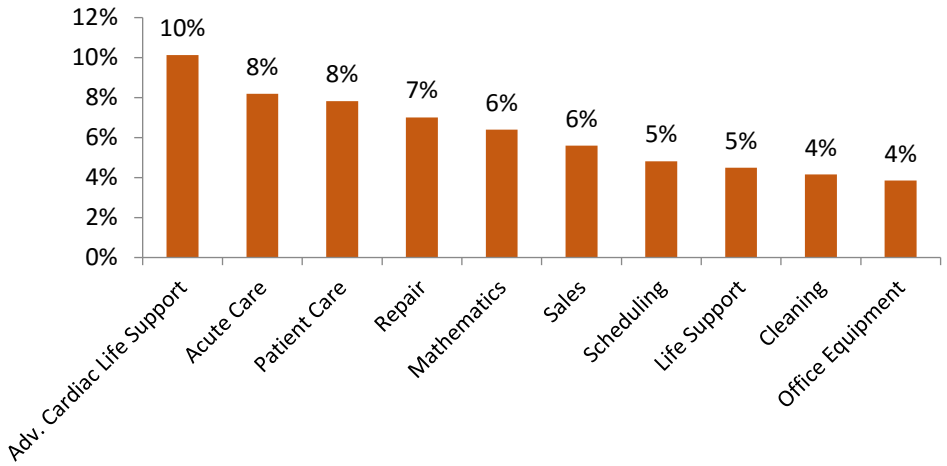
Professional Skills in Greatest Demand (as listed by employers in job postings)

Employers in the Stanislaus/ Merced, San Joaquin County region list the terms: "communication", "writing", "organizational", and "computer skills" as the most needed professional skills.



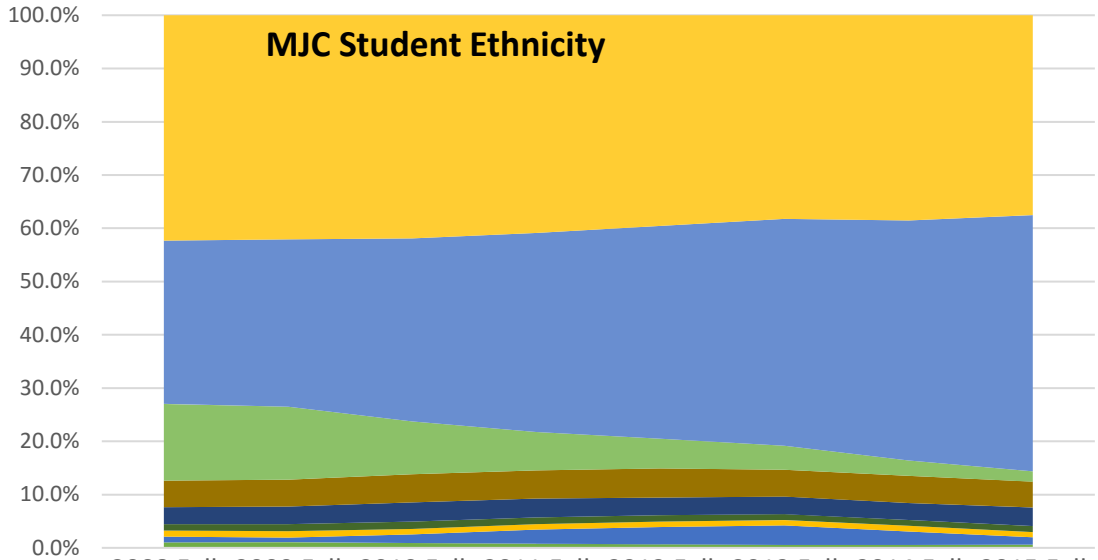
Burning Glass, Skills Listed in Job Postings Data, 2015

Technical Skills in Greatest Demand (as listed by employers in job postings)



Employers in the Stanislaus/Merced/San Joaquin county region list the terms: "advanced cardiac life support", "acute care", and "patient care" as the most needed technical skills.

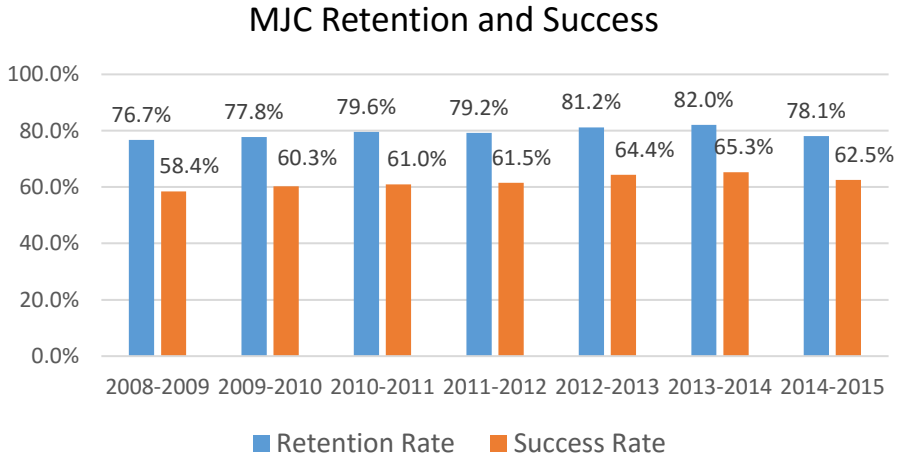
Burning Glass, Skills Listed in Job Postings Data, 2015



	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall
White, non-Hispanic	42.3%	42.1%	41.9%	40.9%	39.6%	38.2%	38.6%	37.5%
Hispanic	30.7%	31.4%	34.3%	37.4%	39.9%	42.6%	45.1%	48.1%
Undeclared	14.4%	13.7%	10.0%	7.2%	5.6%	4.5%	2.9%	2.0%
Asian	4.9%	5.0%	5.2%	5.3%	5.5%	5.0%	5.1%	4.8%
Black, African American	3.2%	3.3%	3.6%	3.5%	3.3%	3.3%	3.2%	3.5%
Filipino	1.2%	1.3%	1.4%	1.3%	1.2%	1.1%	1.1%	1.1%
Pacific Islander	1.1%	1.2%	1.0%	1.0%	1.0%	1.0%	1.1%	0.9%
Two or More	1.1%	0.9%	1.6%	2.7%	3.2%	3.7%	2.5%	1.4%
Native American	1.0%	1.1%	0.9%	0.8%	0.7%	0.5%	0.5%	0.6%

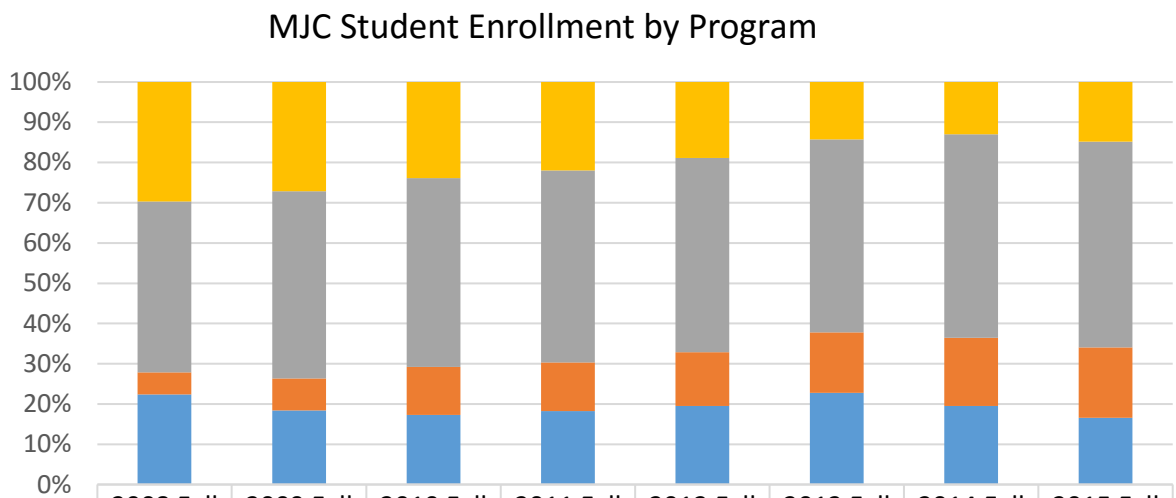
YCCD Datatel Crystal Report, 2016

More than 17,500 students attended MJC in fall 2015, a consistent fall enrollment number for three years. Enrollment peaked in 2008 at 20,400 and remained over 18,500 until 2012. Currently, more than 48% of the student population is Hispanic, an increase of fourteen percentage points in the last five years. Enrollment for all identified ethnic populations meets or exceeds the percentage of the same ethnic population in the community.



Retention and success rates have fluctuated slightly since 2008: Retention between 76% and 82%; Success between 58% and 65%.

YCCD Datatel Crystal Report, 2016



	2008 Fall	2009 Fall	2010 Fall	2011 Fall	2012 Fall	2013 Fall	2014 Fall	2015 Fall
Undecided	4889	4367	3929	3406	2851	2172	2065	2536
CTE	6986	7482	7714	7417	7288	7291	8010	8740
STEM	913	1273	1965	1869	2027	2283	2682	2985
LibArts	3682	2965	2846	2837	2947	3462	3099	2838

YCCD Datatel Crystal Report, 2016

Currently, more than 50% of MJC students are enrolled in Career Technical Education (CTE) programs. STEM program enrollment accounts for 17.5% of all students. Liberal Arts (identified as all non-STEM, non-CTE) enrollment accounts for 16.6% of all programs. Less than 15% of the fall 2015 students identified themselves as "undecided", down from nearly 30% in fall 2008.

*(**Student Equity Data** -- The following five tables are taken from the 2015-2016 MJC Student Equity Plan)*

Course Completion (all Credit Courses) 2013-2015 Average (by population)				
Student Demographics	**Total # of Enrollments**	**Success (Number)**	**Success (Percent)**	**% Point Gap from Highest Achieving**
All	227,267	154,778	68%	**-6%**
Female	129,070	89,460	69%	**-4%**
Male	97,447	64,783	66%	**-7%**
Unknown	750	535	71%	**-2%**
African-American	8,260	4,286	51%	**-22%**
American Indian/Alaskan Native	1,289	884	69%	**-4%**
Asian	13,864	10,061	*73%	**0%**
Hispanic	100,789	66,380	66%	**-7%**
Multi-Ethnicity	7,531	5,073	67%	**-6%**
Pacific Islander	2,225	1,493	67%	**-6%**
Unknown	7,116	5,250	74%	**+1%**
White Non-Hispanic	86,193	61,351	71%	**-2%**

Source: CCCCO DataMart and YCCD/Crystal Reports/Custom Reports Student Sections Graded, Course Basic and Student Demographic Detail 11/16/15.

Basic Skills Math
2006-2009 Progress Through Sequence

Successful Progression Through Basic Skills Math to Completion in a Degree Applicable Course				
Student Demographics	Success			
	Cohorts Total	Number	Percent	Percentage Point Difference
All	5,259	1,911	36%	-11%
Female	3,311	1,244	38%	-9%
Male	1,913	659	34%	-13%
Undeclared	35	8	23%	-24%
Asian	272	129	47%	0%
African American	194	55	28%	-19%
Filipino	74	33	45%	-2%
Hispanic	1,574	527	33%	-14%
American Indian/Alaskan Native	61	14	23%	-24%
Pacific Islander	68	30	44%	-3%
White	2,003	747	37%	-10%
Undeclared	1,013	376	37%	-10%

Source: CCCCO/DataMart/Scorecard. 10/27/15

Asian students who begin in a Basic Skills math course and progress through a successful completion of a degree-applicable course have the highest progress through sequence rates at 47%. Only a third of Hispanic students who begin in Basic Skills math successfully complete a transfer level math course and only 28% of African American students.

Basic Skills English
2006-2009 Progress Through Sequence

Successful Progression Through Basic Skills English to Completion in a Degree Applicable Course				
Student Demographics	Cohorts Total	Success		Percentage Point Difference
		Number	Percent	
All	6,738	2,733	41%	-10%
Female	3,919	1,686	43%	-4%
Male	2,746	1,022	37%	-14%
Undeclared	73	25	34%	-17%
Asian	456	216	47%	0%
African American	281	89	32%	-19%
Filipino	96	49	*51%	+4%
Hispanic	2,311	862	37%	-14%
American Indian/Alaskan Native	76	25	33%	-18%
Pacific Islander	113	44	39%	-12%
White	2,172	972	45%	-2%
Undeclared	1 ,233	476	39%	-12%

Source: CCCCO/DataMart/Scorecard. 10/27/15

Asian students are the comparison group for Basic Skills English progress-through-sequence rates, as well at 47%. Only 37% of Hispanic students who begin in Basic Skills English successfully complete a transfer level English course and only 32% of African American students.

Degree and Certificate Completion

Degree and Certificate Completion (SPAR) 2006-2009 Cohorts				
Student Demographics	Cohorts Total	Successful completion (Number)	Successful completion (Percent)	% Point Gap from Highest Achieving
All	8,424	3,601	43%	-4%
Female	4,661	2,011	43%	-4%
Male	3,612	1,522	42%	-5%
Undeclared	151	68	45%	-2%
Asian	543	257	47%	0%
African American	247	89	36%	-11%
Filipino	125	55	44%	-3%
Hispanic	2,572	990	38%	-9%
American Indian/Alaskan Native	88	36	41%	-6%
Pacific Islander	120	49	41%	-6%
White	3,588	1,650	46%	-1%
Unknown	1,141	475	42%	-5%
Students w/ Disabilities	388	88	23%	-24%
Economically Disadvantaged	5,823	2,419	42%	-5%
Veterans	**281	37	13%	-34%
Foster Youth	*75	7	9%	-38%

Source: CCCCO DataMart and YCCD/Crystal Reports/Custom Reports Student Sections Graded, Course Basic and Student Demographic Detail 11/16/15

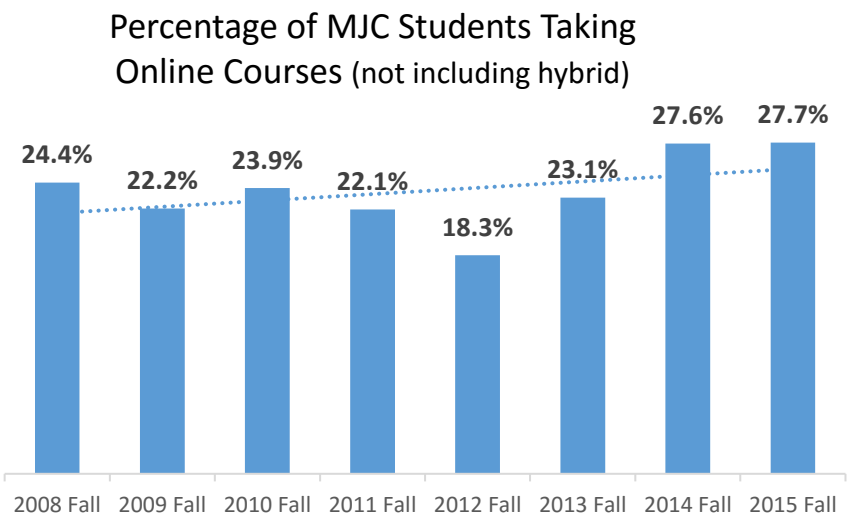
African American and Hispanic students complete degrees and/or certificates at much lower rates than the overall student population or the highest achieving population (Asian). Veterans, Foster Youth and Students with Disabilities have even wider achievement gaps.

Student Cohort Transfer Rates (transferred within six years)

Transfer; 2007-2009 6-Year Transfer Velocity				
Student Demographics	Cohorts Total	Success (Number)	Success (Percent)	% Point Gap from Highest Achieving
ALL	4,076	1,237	30%	-8%
Female	2,291	678	30%	-8%
Male	1,683	525	31%	-7%
Undeclared	102	34	33%	-5%
African-American	100	27	27%	-11%
Asian	238	91	38%	0%
Filipino	65	23	35%	-3%
Hispanic	1,172	320	27%	-11%
American Indian/Alaskan Native	52	13	25%	-13%
Pacific Islander	48	11	23%	-15%
White	1,862	592	32%	-6%
Undeclared	539	160	30%	-8%

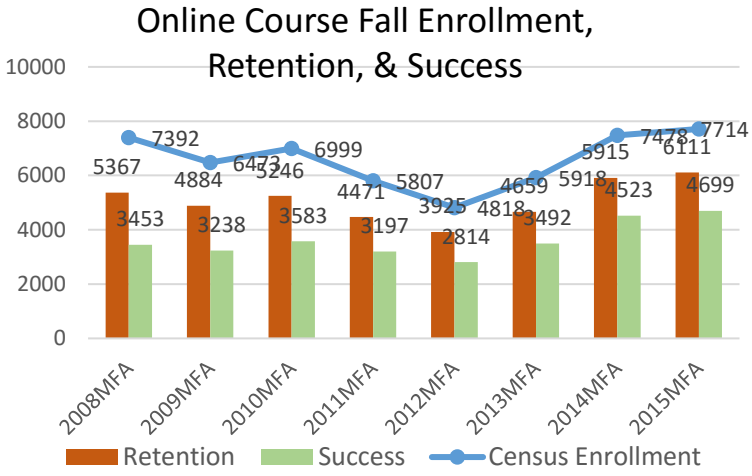
Source: CCCCO DataMart and YCCD/Crystal Reports/custom Reports Student Sections Graded, Course Basic and student Demographic Detail 11/16/2015.

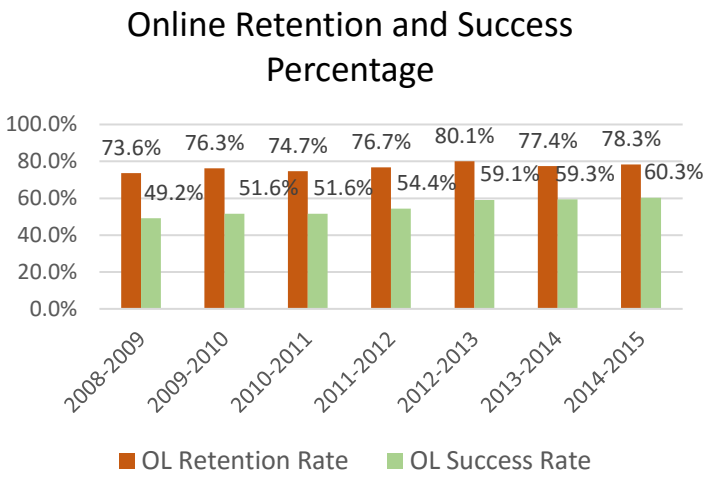
Less than a third of the overall student population who declare "transfer" as a goal, actually meet it.



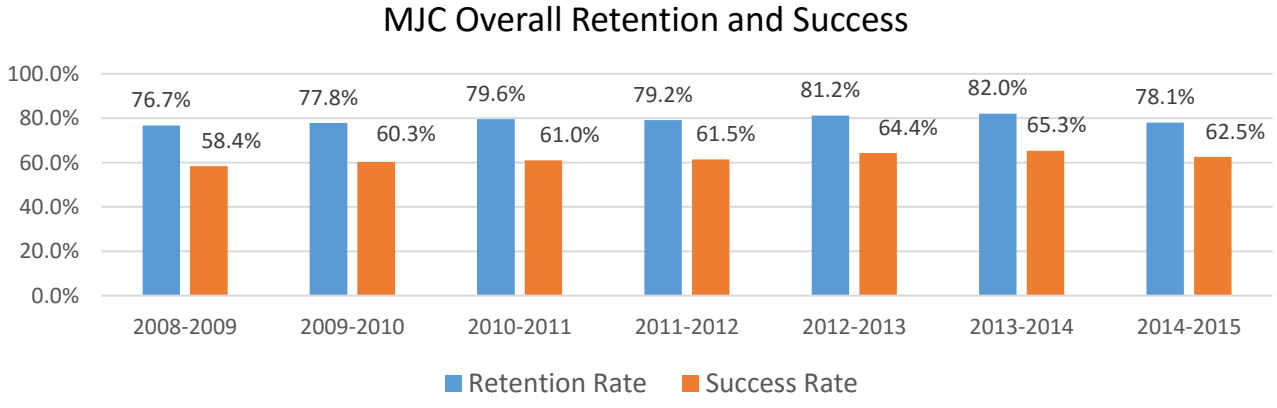
The percentage of MJC students enrolled in online courses (not including hybrid courses) has fluctuated in the last seven years. An increase of more than four percentage points has occurred since 2013.

YCCD Datatel Crystal Report, Online Enrollment, 2016





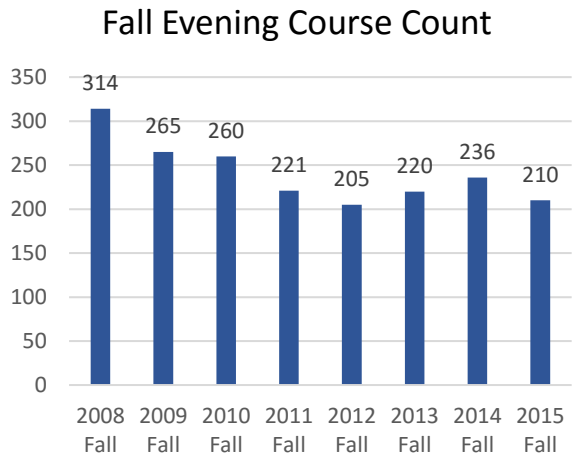
YCCD Datatel Crystal Report, Online Enrollment, 2016

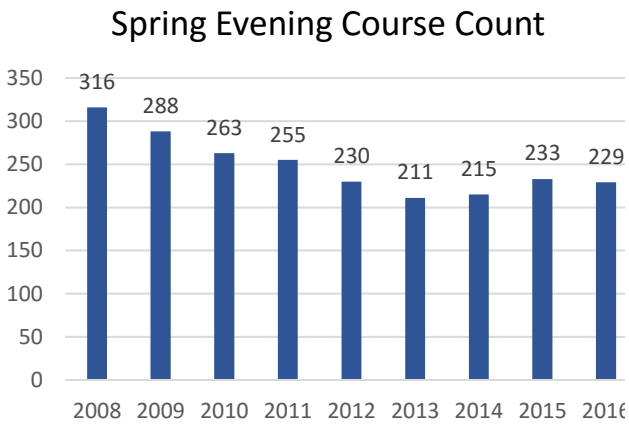


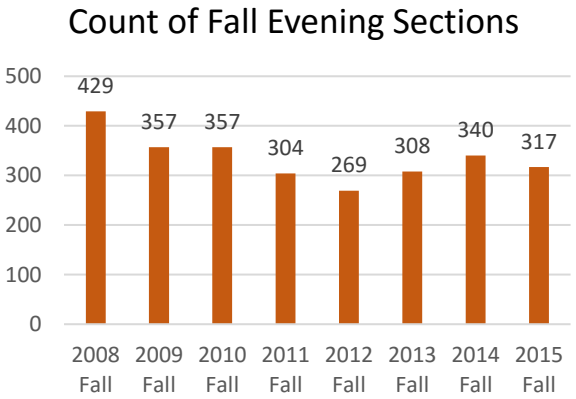
YCCD Datatel Crystal Report, 2016

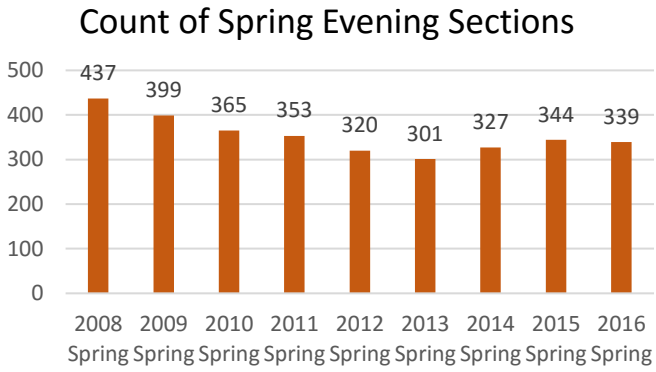
Retention and success in fully online courses (not including hybrid) has increased since 2012. Retention rates for students in online courses are within a range of 3 to 4 percentage points of overall retention rates at MJC.

Success rates for students in online courses have increased and are within a range of 5 percentage points of overall success rates.

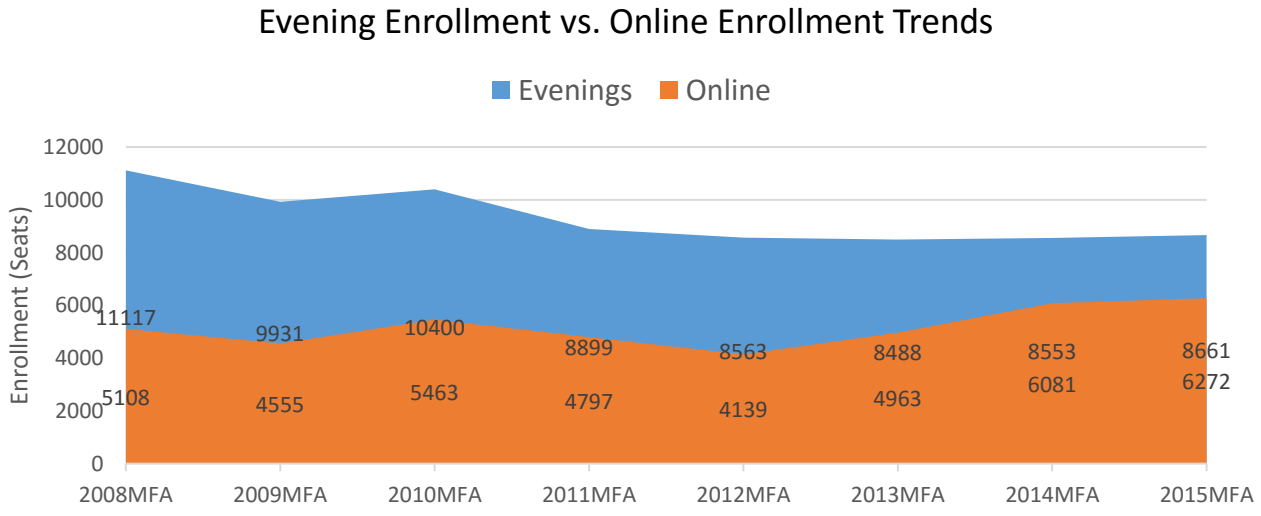


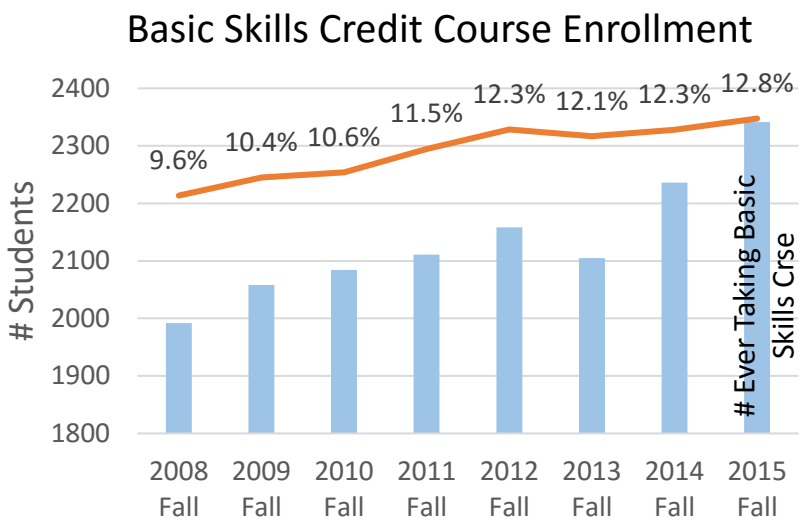






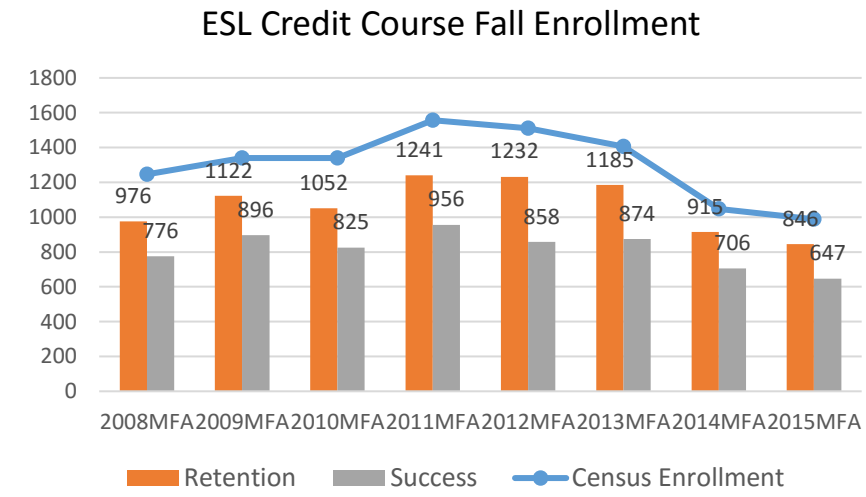
YCCD Datatel Crystal Report, Evening Course Enrollment, 2016





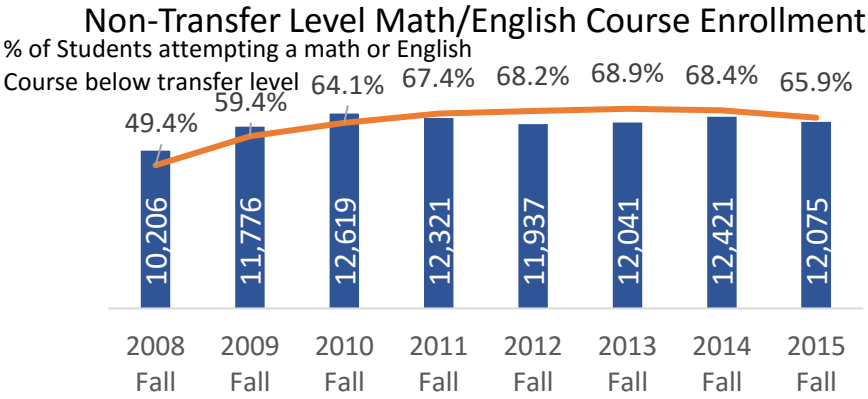
The number of courses and sections offered in the evening at MJC has fluctuated over the last seven years, declining in 2015. The number of evening offerings declined slightly as the number of online offerings increased.

YCCD Datatel Crystal Report, Evening Course Enrollment, 2016



The percentage of students enrolled in a Basic Skills credit course in ESL, math or English has increased over the last seven years (Math 10 & 20, English 49, ESL 2, 3, 4, 5, 6, 20, 23, 24, 30, 33, 34, 40, 43, 45, 46, 47, 48).

YCCD Datatel Crystal Report, Basic Skills Credit Courses, 2016

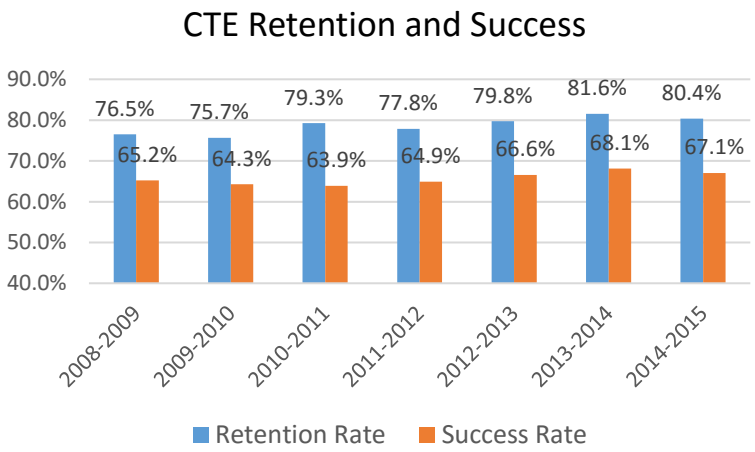


Enrollment in ESL credit-based courses has declined over the last seven years.

YCCD Datatel Crystal Report, 2016

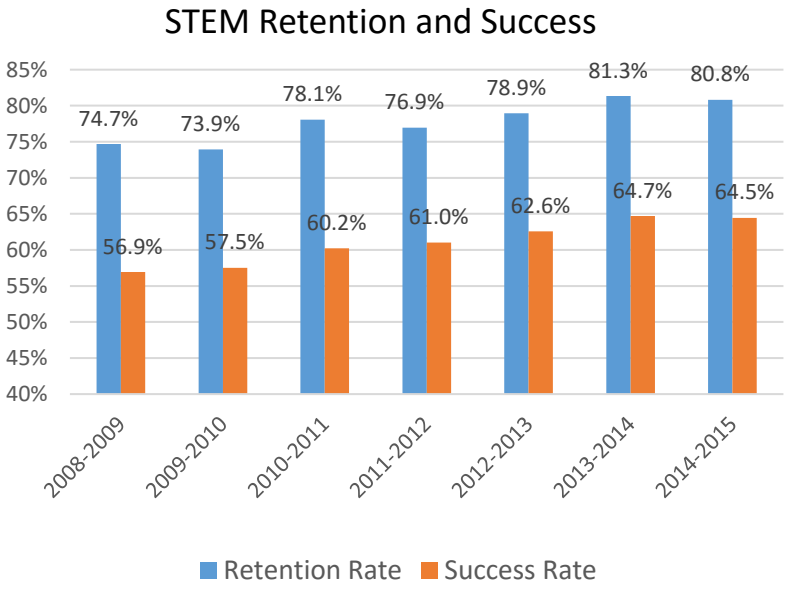
Nearly two-thirds of MJC students enrolled in a course below transfer-level math or English (Math 10, 20, 70, 89, 90; English 48, 49, 50. Includes Basic Skills math and English).

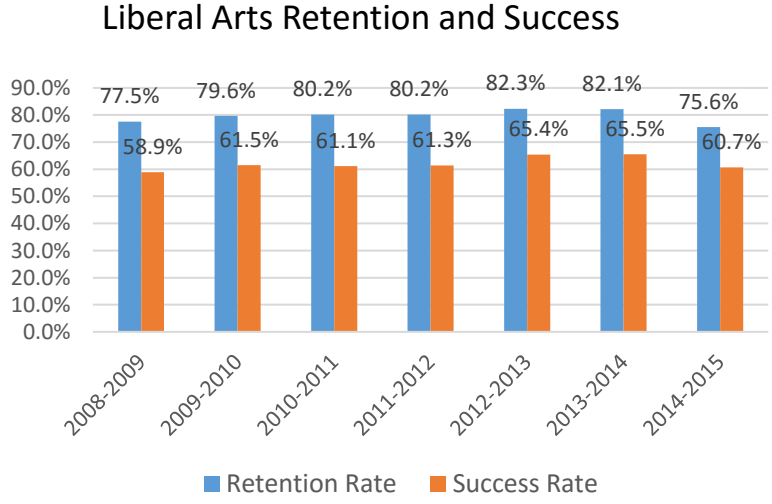
YCCD Datatel Crystal Report, 2016



CTE programs include accounting, administration of justice, agriculture sciences, nursing, auto body, automotive, bookkeeping, business administration, chemical dependency counseling, child development, CNC operator/ programmer, computer applications, computer science, electronics, EMT, fire science, welding, human services, logistics/supply chain, machine tool technology, manufacturing, medical assisting, respiratory care, recreational land management, supervisory management

STEM programs include agriculture science, biological science, chemistry, computer science, computer electronics, computer graphics, earth science, geology, industrial electronics, mathematics, natural science, physics. Some STEM programs are also counted as CTE programs.



Programs labeled as Liberal Arts are all non-STEM, non-CTE programs. They include arts, humanities, behavioral sciences, social sciences, history, literature and language arts, health and physical education, and counseling

MJC Data Sources: YCCD/Crystal Reports/Custom Reports Student Sections Graded, Course Basic and Student Demographic Detail 3/15/2016.