



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.

1. Assess your college’s previous program efforts:
  - a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Provide training for staff and outreach activities in local area high schools, community centers, churches, & community events including enrollment assistance, assessment, and orientation services	<p>The 2017 annual planning meeting/staff development was created with the following in mind for the Student Success &amp; Access Team (SSA):</p> <ul style="list-style-type: none"> <li>• Stay focused</li> <li>• Build a more effective team</li> <li>• Improve morale</li> <li>• Energize the team</li> <li>• Discuss challenges and develop a plan to address them</li> <li>• Review and understand day-to-day operations</li> <li>• Innovate and implement holistic strategies</li> </ul> <p>A call to action for SSA: The Student Support Specialists and staff are committed to excellence by remaining student-focused while utilizing innovative practices that empower, motivate, and coach students towards educational goals. We are dedicated to continuous growth and improvement. We strive identify and eliminate structural barriers and are committed to student success. We strive to:</p> <ul style="list-style-type: none"> <li>• Provide community development and awareness about MJC services and resources</li> <li>• Provide matriculation services</li> <li>• Offer holistic approach for access, connections to school and community partnerships</li> <li>• Maintain continuous support to assist with student persistence, retention, and completion</li> <li>• Commit to on-going communication in support of college programs services</li> </ul>
Track students who receive outreach activities to identify the percentage who complete enrollment	There were 1956 prospective students (duplicated number due to multiple services) assisted by Student Success & Access Team in the 2016-2017 year. The SSA team provided assistance with applying, orientation, assessment, advising and abbreviated education plan with counselors at area high schools. 811 prospective students (unduplicated) completed all core steps and enrolled at Modesto Junior College.
Identify courses most likely	



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<p>to be incomplete for African American and Hispanic students. Provide faculty w/Prof. Dev. through the online CORA Institute. Design support for retention and success strategies, including cultural competencies</p>	<p style="text-align: center;">*Consider:  <a href="http://mjc.edu/general/research/mjcgatekeepercoursetrends2011-17.pdf">http://mjc.edu/general/research/mjcgatekeepercoursetrends2011-17.pdf</a></p>
<p>Develop support activities for men of color that operates out of the Student Success Centers</p>	<p><b>*Male Collaborative:</b>          Support services provided by success specialist and 3SP counselors to specifically men of color out of success hubs. The services included: Monthly workshops, meeting with counselors to create/update their student educational plan. Students checked in to update/meet with success specialist. Students had access to counselors, books rentals, checkout laptops, tutoring, mentoring, and job placement.</p> <p>The Male Collaborative has grown from our first cohort of 32 in Fall 2016 to 227 in Fall 2017.</p> <ul style="list-style-type: none"> <li>· 91% were enrolled in Fall 2016 and it increased to 94% in Spring 2017</li> <li>· A reported drop out of 40% of the African American Males from Spring 2016-Fall 2017 decreased by 10% the following year of Spring 2017-Fall 2017.</li> <li>· 12 students were enrolled in the 911 Math series programs for Summer and Fall 2017</li> <li>· Special Program References (EOPS, DSPS, TRIO SSS, DREAM Network, MEChA, UMOJA and BSU)</li> <li>· Continued to assist students in completing the Matriculation Core Steps</li> <li>· Math Tutoring and Studying available in Founders 118</li> <li>· Students were afforded the opportunity to attend the A2MEND Conference in Los Angeles. The trip was certainly a catalyst in blending a diverse group of people into a strong collective cohort.</li> <li>· Students tracked by their number of units were placed in appropriate categories for implementation of services for transfer/graduation, advising, education plan and probation.</li> </ul> <p>Male Collaborative Meeting Presenters</p> <ul style="list-style-type: none"> <li>· Gia Smith- CEO/RN of the Central Valley Specialty Hospital</li> <li>· William Lattimore- Boys and Girls Club of America</li> <li>· Dr. Miguel Molina- CSU Sacramento</li> <li>· John Griffin- ASMJC</li> <li>· Eric Alvarez- Boys and Girls Club of America</li> <li>· Luis Molina- Former Patterson, CA mayor</li> </ul>



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	<p><b>Campus Visits</b></p> <ul style="list-style-type: none"><li>· UC Merced</li><li>· CSU Sacramento</li><li>· UC Davis</li><li>· Fresno State</li><li>· CSU Stanislaus</li></ul> <p>Avg. GPA Avg Fall 2016 GPA 2.74 Spring 2017 GPA 2.66 Fall 2017 GPA 2.74 avg.</p> <p><b>Volunteer/ Employment Opportunities</b></p> <p>Central Valley Specialty Hospital</p> <ul style="list-style-type: none"><li>· 12 students have gone through the training to become volunteers</li><li>· 4 of them were hired for summer jobs</li></ul> <p>Boys and Girls Club</p> <ul style="list-style-type: none"><li>· 21 students have been part of their volunteer program that I initiated</li><li>· 12 of them have been hired on as Youth Development Professionals at \$12/hour</li></ul> <p><b>Workshops</b></p> <ul style="list-style-type: none"><li>· Financial Literacy</li><li>· Understanding Your Why</li><li>· Networking</li><li>· Fathering Involvement and Mentoring</li><li>· FAFSA and DREAM Act Application Workshop</li><li>· STARS Scholarship</li><li>· UC Personal Statement Letters</li></ul> <p><b>*UMOJA Learning Community:</b></p> <p>The Umoja community at MJC is dedicated to serving our students of color, with special emphasis given to African American students. Umoja practices are specifically designed to increase retention, and to increase GPA - resulting in higher graduation rates and successful transfer. Presently, we have five faculty and two classified professionals who have attended the Summer Leadership Institute provided by the State UMOJA Community. Outreach presentations have been given to Academic Senate, Division meetings, Accreditation and student organizations, such as the MJC Black Student Union. There has been three student orientations, students have attended a state conference in Sacramento while meeting with Umoja counselors along with attending monthly workshops. Currently, there are</p>
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	<p>over 80 UMOJA registered students that are enrolled for the first cohort in Spring, 2018. The courses will be taught by UMOJA Elders. Students have enrolled in an English 45, History 155, and Guidance 120.</p> <p><b>*Outreach to Faculty:</b> Faculty trainings regarding Umoja pedagogy for future Umoja Learning Communities which include but not limited to in the following academic areas: English, Sociology, Human Services, Geography, History, Political Science, and Philosophy. The following faculty and clubs have gone thru the training: Chandra Howard; Melanie Berru; BSU Officers; J Penn; Cheryl Williams-Jackson; Cecilia Huddleson; Theron Westrope; Jill Connors; Patrick Bettencourt; Margaret Kingori; Tonya Robinson; Sheri Lima; Shirley Miranda; Jennifer Macias; Bill Anelli</p> <p><b>*Workshops/Activities:</b> Umoja will host the 8 class online learning course: Black Minds Matter – Mondays, Oct. 23 – Dec. 11 from 4:00 – 6:30 in CAT 116 &amp; 101. Umoja Cultural Event: Movie Night – <i>The Black Panthers: Vanguard of the Revolution</i> – Oct. 19<sup>th</sup> in Forum Hall 110 @ 7pm. Umoja Cultural Event: Umoja Family POTLUCK – Nov. 16<sup>th</sup> in RISE UP Brave Space center @ 5pm. Umoja Teacher Training – Nov. 17<sup>th</sup>. Umoja Cultural Event: <i>Umoja Kwanzaa!</i> – Dec. 14<sup>th</sup>.</p>
Train the FTIC Committee faculty and to develop and implement new multi-disciplinary FTIC course	<b>TBD</b>
Track the FTIC cohort students for subsequent semesters to collect success and retention rates in other courses compared to non-FTIC students and design an exit survey for students who drop classes	<b>TBD</b>
Examine and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses Student Focus Groups	<p><b>EL Program:</b></p> <ul style="list-style-type: none"> <li>• During 2016-2017 for enrollment beginning summer 2017, the EL program revised course outlines for the ELW sequence with a focus on how to better transition non-credit EL students into the credit sequence. Using an equity lens, faculty led focused discussions on how to better support ELW students in their educational</li> </ul>



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	<p>journey. Further, syllabi review and written assessments were normed with a view to equity.</p> <ul style="list-style-type: none"><li>• During 2016-2017 for enrollment beginning summer 2017, the EL program revised course outlines for the new ELIC credit program to accelerate the sequence to ENGL 101. Revision of outlines focused on topics that align more with contemporary American issues that will help build their schema in English courses and engage their ability to critically think.</li></ul> <p><b>ENGL Program:</b></p> <ul style="list-style-type: none"><li>• Since fall 2016, ENGL 45 has been offered, allowing students to complete the basic skills sequence in one semester. The READ 40 co-requisite was removed, thus cutting a 13-unit sequence to 6 units. In spring 2017 (second semester offering), ENGL 45 improved their Black/A.A. equity gap from 17% to 8%, 1% higher than the ENGL basic skills sequence as a whole. The equity gap for Hispanics/NW moved from a 1% equity gap to being 6% higher than the success rate of White students.</li><li>• In fall 2017, ENGL 100 begins being offered, taking basic skills students qualified at one-level below transfer-level to complete freshman composition in one semester.</li></ul> <p><b>Math:</b></p> <ul style="list-style-type: none"><li>• Summer 2017, the math department added a non-credit Math Emporium that covers content from basic skills courses 3 and 4 levels below college level. Students begin the course with a diagnostic and then work only through the modules where their skills are deficient. The modules are set up for students to move through at their own pace with an instructor in the room to help guide them through the topics. Of the summer students who completed the Math Emporium, 22% assessed one level above, 69% two levels above, and 8.3% three levels above their original placement.</li><li>• Summer 2017, the math department expanded the non-STEM offerings to include elementary algebra, dividing the courses into a non--STEM (Business, Liberal Arts &amp; Statistics) path while preserving the STEM path(majors that require pre-calculus and/or calculus). The non-STEM curriculum focuses on algebra content needed for general education math, liberal studies math, and</li></ul>
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	<p>statistics. The content in the STEM sequence focuses on algebra required for calculus.</p>
<p>Facilitate planning and development for English and math faculty to prepare for students entering MJC with a Common Core background; Explore “ME First”</p>	<p><b>TBD</b></p>
<p>Explore integrated reading and writing courses, including accelerated modalities for developmental courses. Provide books for students in identified Basic Skills courses to examine if success rates increase</p>	<ul style="list-style-type: none"> <li>• Since fall 2016, ENGL 45 has been offered, allowing students to complete the basic skills sequence in one semester. The READ 40 co-requisite was removed, thus cutting a 13-unit sequence to 6 units. In spring 2017 (second semester offering), ENGL 45 improved their Black/A.A. equity gap from 17% to 8%, 1% higher than the ENGL basic skills sequence as a whole. The equity gap for Hispanics/NW moved from a 1% equity gap to being 6% higher than the success rate of White students.</li> <li>• In fall 2017, ENGL 100 begins being offered, taking basic skills students qualified at one-level below transfer-level to complete freshman composition in one semester.</li> <li>• Equity funds supplies ENGL 45 textbooks for those classes that require one—about five sections. Textbooks are catalogued in the L &amp; LC on East Campus for semester check-out.</li> </ul> <p><b>(COLSK 100, HIST courses, Male Collaborative books)</b></p>
<p>Professional development re: guided pathways (Center for Inquiry with Dr. Rob Johnstone) to help design guided pathways</p>	<ul style="list-style-type: none"> <li>• One of 20 Model Colleges accepted in the CA Guided Pathways Project</li> <li>• Divisional Book Read: <i>Redesigning America’s Community Colleges</i></li> <li>• IEPI Pathways Participation</li> <li>• <i>Paving the Path Collaboration Sessions</i>: Fall Institute Week 2017, October 13, October 27</li> <li>• IEPI Session December 2016, Sacramento: Pathways – Team of 10-12 attended (senate, faculty, counselors, administration)</li> <li>• Great Teacher’s Retreats Asilomar <u>2015</u>; <u>2016</u> (follow links to the Agendas)             <ul style="list-style-type: none"> <li>• Rob Johnstone Keynote</li> <li>• Saturday, Aug 20: Guided Pathways and Curriculum Innovations</li> </ul> </li> </ul>



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<p>Student focus groups in Spring semester: what barriers DI groups encounter</p>	<p>During the Spring, 2016, Focus Groups were held throughout East and West Campus. Students were asked by trained faculty from Counseling and other Academic Disciplines. The trained faculty were trained by Dr. Kenneth Gonzalez from Achieving the Dream. Each Faculty member had an opportunity to lead a focus group which focused on challenges faced by our disproportionate impacted groups especially our men of color. The following are the top challenges that our DI groups faced along with our current college efforts to assist our students.</p> <table border="1" data-bbox="652 705 1409 1921"> <thead> <tr> <th data-bbox="652 705 943 741">Challenge</th> <th data-bbox="943 705 1409 741">Current MJC Efforts</th> </tr> </thead> <tbody> <tr> <td data-bbox="652 741 943 1079">Confusion on what courses to take</td> <td data-bbox="943 741 1409 1079">           *FTIC Courses (Summer &amp; Fall)            * Counselors meet incoming freshmen at High Schools to complete AEP            *Pathways Centers – Walk-ins            *Group workshops led by counselors            *Thematic Group workshops led by counselors            *Starfish Hobson Ed Planner *live Fall 2017?         </td> </tr> <tr> <td data-bbox="652 1079 943 1417">Time Management – Balancing work, life, &amp; school</td> <td data-bbox="943 1079 1409 1417">           *Weekly Thematic Group workshops led by counselors            *Male Collaborative            *Faculty led workshops in the Multicultural Rise Up Center            *BBSS-Partnership with local businesses to create internships/employment opportunities         </td> </tr> <tr> <td data-bbox="652 1417 943 1791">Lack of Mentors &amp; Support</td> <td data-bbox="943 1417 1409 1791">           *Male Collaborative            *A2Mend Conference            *Faculty Professional Development through Center for Urban Education being equity minded within the classroom, look at success rates by race            *CORA – Faculty Professional Development (Teaching men of color in a CC &amp; Black Minds Matter)         </td> </tr> <tr> <td data-bbox="652 1791 943 1921">Financial Stability (Books, transportation, Child Care)</td> <td data-bbox="943 1791 1409 1921">           *Books available for lending in ENL 45, FTIC, *History 102, Math 70 (Payvar)            *Book vouchers through EOP&amp;S         </td> </tr> </tbody> </table>	Challenge	Current MJC Efforts	Confusion on what courses to take	*FTIC Courses (Summer & Fall) * Counselors meet incoming freshmen at High Schools to complete AEP *Pathways Centers – Walk-ins *Group workshops led by counselors *Thematic Group workshops led by counselors *Starfish Hobson Ed Planner *live Fall 2017?	Time Management – Balancing work, life, & school	*Weekly Thematic Group workshops led by counselors *Male Collaborative *Faculty led workshops in the Multicultural Rise Up Center *BBSS-Partnership with local businesses to create internships/employment opportunities	Lack of Mentors & Support	*Male Collaborative *A2Mend Conference *Faculty Professional Development through Center for Urban Education being equity minded within the classroom, look at success rates by race *CORA – Faculty Professional Development (Teaching men of color in a CC & Black Minds Matter)	Financial Stability (Books, transportation, Child Care)	*Books available for lending in ENL 45, FTIC, *History 102, Math 70 (Payvar) *Book vouchers through EOP&S
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	<ul style="list-style-type: none"> <li>*Book Rental Assistance (Male Collaborative)</li> <li>*DayCare through Calworks</li> <li>*Free student Bus Transportation (Countywide)</li> <li>*Success Specialist assist with FAFSA completion</li> <li>*Scholarship Workshops</li> </ul>
Research and communicate the disjuncture of the course completion rate and the award completion rate for African American students and Hispanic students	<b>(TBD progress of Program Review)</b>
Increase student awareness and skills regarding transfer opportunities and requirements through a month of focused transfer activities	<b>TBD</b>
Develop 3 new GE pathways	<ul style="list-style-type: none"> <li>• Visioning a “University Center Model”, degree completion on MJC’s campus through partner colleges and universities (Teacher Prep with Brandman)</li> <li>• Humanities Pathways to UC Merced and Stan State (NEH Grant)</li> </ul>
Identify and track students by gender and ethnicity who have 30+ units to determine exit points and bottlenecks that prevent them from transferring. Conduct two-day “Change Labs” to understand and address inequities	<b>TBD</b>
Basic Skills Committee will function as a workgroup of SSEC & BSI Coordinator will report out to SSEC	<b>Jacquelyn F and Florida A</b>  The Basic Skills Committee was discontinued due to other works identified with another committee more suitable for BSI reporting.
Percentage of students who begin at three levels below freshman composition and successfully complete	<b>Jacquelyn F and Florida A</b> Data analyzed by the Research and Planning Office has determined the following overall rates of non-passing and multiple times for enrolling in Basic Skills English courses at one or two levels below freshman composition (Adapted from





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<p>freshman composition within two years</p>	<p>the Research and Planning website):</p> <ul style="list-style-type: none"> <li>• Course Success Rates for English 49 and English 50: Average 5-year success rate for English 49 was 49.1% for the period Fall 2011 through Spring 2016, while the rate for English 50 at 64.0% during the same period</li> <li>• For English 49, the 2-year success rate average (Fall 2014-Spring 2016) and the 5-year average for Fall 2011-Spring 2016 showed a consistent average of just over 49% success, but the semester-by-semester success rate significantly improved between Spring 2015 (43.1%) and Spring 2016 (54.6%)</li> <li>• For English 50, the 2-year average Fall 2014-Spring 2016 stayed relatively consistent from term to term, peaking at 64% in Spring 2015 and equaling 63% in Spring 2016</li> </ul>
<p>The successful progression rates of students from beginning algebra to intermediate algebra will increase by 3% by 2016-2017 over the 2010-2011 rate.</p>	<p><b>2010-2011:</b> Beginning Algebra → Intermediate Algebra <b>23.2%</b> successfully completed Intermediate Algebra</p> <p><b>2016-2017:</b> Beginning Algebra → Intermediate Algebra <b>26.3%</b> successfully completed Intermediate Algebra</p> <p>Additionally, data analyzed by the Research and Planning Office has determined the following overall rates of non-passing and multiple times for enrolling in Basic Skills Math courses, based on seven years of overall enrolled students at MJC (Adapted from the Research and Planning website):</p> <ul style="list-style-type: none"> <li>• Math 10: 34% of students who enroll do not pass; 59% pass on the first try; 7% on second try</li> <li>• Math 20: 25% of students who enroll do not pass; 64% pass on the first try; 11% on second try</li> <li>• Math 70: 27% of students who enroll do not pass; 56% pass on the first try; 17% on second or third try</li> <li>• Math 90: 25% of students who enroll do not pass ; 60% pass on the first try; 15% on second try</li> </ul>
<p>The percentage of students who assess into basic skills courses will be reduced from 75% to 50% in 2018-2019 and 2019 – 2020.</p>	<p>TBD</p>
<p>Students in the ESL Academic program and the English for Life and Work program will be support with ESL – specify tutoring and electronic pre and post CASAS testing.</p>	<p>The Library &amp; Learning Center (L&amp;LC) offers several tutorial services for English for Life and Work (ELW) students at the east and west campuses. Services include video tutorials, workshops, and handouts.</p>

