

# MODESTO JUNIOR COLLEGE

Priority Enrollment Request

## Procedure for Requesting Priority Registration for “Groups as designated by the College,” as outlined in Level 2 of YCCD Board Policy 5055.

### Submission and Review Guidelines

1. Proposals are due November 16<sup>th</sup> for implementation the following fall and are submitted to the Student Success & Equity Committee (SS&EC).
2. A written proposal addressing the criteria established by the college is to be completed. The proposal must include supporting evidence and appropriate data.
3. The SS&EC will conduct a technical review to determine if criteria are met.
4. Authors who have submitted proposals that meet the established criteria will be asked to provide a presentation to the SS&EC describing in more detail the eligibility requirements, benefits, and procedures outlined in their written proposals.
5. The SS&EC will forward their recommendation to Student Services Council.
6. Student Services Council will forward their recommendation to College Council.

**Note** – Two non-mandated groups, TRIO and Student Athletes, currently provide priority registration for their students. Approval for continuation of this priority is extended through Summer 2016. Both groups need to complete the attached form and submit their request to the SS&EC by November 19, 2015, for priority registration to be continued beyond Fall 2016. As existing programs, both groups must conduct a review of the effectiveness of priority registration for their students and attach that to their requests.

### **Request for Level 2 Priority Registration for “Groups as designated by the College” per BP 5505.**

Priority registration is awarded to participants in groups that actively promote student engagement and success by providing services and requiring students to: 1) enroll in appropriate courses to meet identified educational goals, 2) succeed in their courses, and 3) complete certificates, degrees, and/or transfer requirements in a timely manner.

Student learning theory indicates that student engagement is a critical aspect of student success. Therefore, groups should include eligibility and ongoing participation criteria regarding active engagement, adequate academic performance, and measurable progress towards identified goals.

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Group Name: TRIO SSS Submitted by: Claudia Ramirez Title: Counselor/Coordinator  
Name

## Description of the Group:

The purpose of the TRIO Student Support Services Program is to provide academic and other support services to low-income, first-generation or disabled college students to **increase student retention and graduation rates, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success** of low-income and first-generation college students and individuals with disabilities.

## TRIO Student Support Services



### Program Numbers

**Active Students:** 251  
**Single Status:** 67 26.69%  
**Dual Status:** 184 73.31%

Single status students have only one eligibility (i.e. Low Income only and First Generation only), Dual status students are disabled or meet multiple eligibilities requirements. As pertaining to Section 5 of the Annual Report for SSS programs single students have an eligibility code of 2 or 3, and dual students have 1,4 or 5.

### Genders

Female	147	58.57%
Male	104	41.43%
<b>Total:</b>	<b>251</b>	

Ethnicity/Race	Yes	No	No Response
Ethnicity - Hispanic	189	62	0
Race - American Indian/Alaskan Native	8	243	0
Race - Asian	16	235	0
Race - Black or African American	7	244	0
Race - Native Hawaiian or Other Pacific Islander	6	245	0
Race - White	232	19	0
<b>Totals:</b>	<b>458</b>	<b>1048</b>	<b>0</b>

### Eligibilities

(Blank)		
Disabled		
First generation only	54	21.51%
Low income and first generation	184	73.31%
Low income only	13	5.18%
None Recorded		
<b>Total:</b>	<b>251</b>	

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Who has responsibility to identify the students who qualify for this group each term?

Name: Glen Stovall Title: Program Technician

Number of terms priority is being requested for the individual students in the group? Grant term

Is the request related to a grant? No Yes If yes, when will the grant be submitted? Granted  
5-year cycle 2015-2020

Designated administrator of the grant: Martha Robles

Start & End Dates: September 1, 2015 – August 31, 2020

**Justification for Priority Request:** Address issues such as program objective, time constraints, high unit majors, and impact of the program on student success, etc.

The federally funded TRIO SSS program has the following program objectives to meet each year measured by the U.S. Department of Education Annual Performance Report (APR). These objectives are crucial to the continuous funding of our grant and success of our students. TRIO SSS serves first-generation and/or low income students, and individuals with disability.

The MJC TRIO Student Support Services Program has developed activities, services and interventions to increase the number of eligible students who persist, graduate and transfer to a 4-year college. Retention of SSS participants will be through academic advising, mentoring, financial aid, financial literacy, scholarships, technology training, and other support services. MJC's commitment to providing focused supportive services, supplemented with institutional resources, is reflected in the following objectives and plan of operation.

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**Objective A: Persistence Rate (2-year institution): 85%** of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate’s degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

<p><b>Objective A: Persistence Rate (2-year institution): 85%</b> of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate’s degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.</p>	
<p><b>Addresses Needs</b></p>	
<p>Only 77% persist from one year to the next (p. 17)</p> <p>Lack of academic preparation: <b>31% of new students</b> placed in Basic Skills in 2014.</p> <p>Academic warning system not being implemented</p> <p>Eligible students do not have educational <b>role models</b> to follow in overcoming barriers</p> <p>Eligible students lack <b>foundational understanding of college requirements</b></p> <p>Eligible students frequently lack <b>academic confidence</b></p> <p>Many eligible students are English Language Learners and have <b>low level writing and speaking skills</b></p>	<p><b><u>Ambitious:</u></b> The objective of <b>85% Persistence</b> is ambitious because it is 8% higher than college Persistence baseline data of 77%.</p> <p><b><u>Attainable:</u></b> It is attainable because of the carefully researched and developed <b>Plan of Operation (page 40)</b> which includes specific activities, services and interventions designed to increase Persistence.</p> <p>Services include: <b>Academic Advising, a summer bridge program, Tutoring, mid-term progress reports, and check-in sessions</b> that will help students meet important milestones. <b>Workshops on financial literacy, technology, and academic confidence</b> will empower students to overcome obstacles. A <b>dedicated counselor</b> will help students make educational plans and manage personal issues.</p> <p><b><u>Budget and Resources:</u></b> The average cost per participant is \$1,157per year. These funds will be invested in tutoring, a summer bridge program, and academic intervention services that are efficient and impactful to each participant.</p> <p style="padding-left: 40px;">The college has committed resources including tutoring, Supplemental Instruction, assistance for students with disabilities, staff time, lab time, and facilities. SSS students will have priority registration to help them meet their academic goals.</p>

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**Objective B: Good Academic Standing Rate** (2-year institution): **65%** of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.

<p><b>Objective B: Good Academic Standing Rate</b> (2-year institution): <b>65%</b> of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.</p>	
<p><b>Addresses Needs</b></p>	
<p>Average GPA of eligible students is 2.1 (p. 17)</p> <p>Students must keep a 2.0 cumulative GPA to be in Good Academic Standing. In order for students to be prepared for transfer to a UC, the <b>program GPA goal is 2.5</b></p> <p>Eligible students often underprepared academically for college – <b>59% did not take a math or English class</b> in the last 2 years of high school</p> <p>Only <b>8%</b> of eligible students go to tutoring</p> <p><b>80%</b> of MJC students are first-generation with no role models. They do not see examples of someone working for high grades to graduate and transfer</p>	<p><i><b>Ambitious:</b></i> The objective of <b>65% of participants attaining a 2.5 GPA</b> is ambitious because it is <b>15</b> percentage points higher than the eligible student GPA baseline level of 50% who earn a GPA of 2.5 or above.</p> <p><i><b>Attainable:</b></i> It is attainable because the carefully researched and developed <b>Plan of Operation (page 41)</b> includes specific activities, services and interventions designed and scheduled to help participants achieve Good Academic Standing.</p> <p>A <b>Summer Bridge Program</b> will introduce <b>organizational and study skills. One-on-one tutoring</b> as well as <b>mentoring</b> will be offered. Students at-risk of failing will develop an <b>Academic Improvement Plan</b>. Workshops on <b>test-taking skills</b> and <b>academic confidence</b> will be offered and regular <b>counselor meetings</b> with each student will include <b>intrusive advising</b> to ensure students enroll in classes appropriate for their skill level and educational goal.</p> <p><i><b>Budget and Resources:</b></i> The budget includes funding for the Summer Bridge Program, academic advising, mentoring, and tutoring. The college has committed resources including orientation, assessment, registration assistance, tutoring, supplemental instruction, assistance for students with disabilities, staff time, lab time, and facilities. SSS students will have priority registration to help them meet their academic goals.</p>

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**Objective C: Graduation and Transfer Rates** (2-year institutions only) **70%** of new participants served each year will graduate from the grantee institution with an associate’s degree or certificate within four (4) years; **AND 70%** of new participants served each year will receive an associate’s degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

<p><b>Objective C: Graduation and Transfer Rates</b> (2-year institutions only) <b>70%</b> of new participants served each year will graduate from the grantee institution with an associate’s degree or certificate within four (4) years; <b>AND 70%</b> of new participants served each year will receive an associate’s degree or certificate from the grantee institution <u>and</u> transfer to a four-year institution within four (4) years.</p>	
<p><b>Addresses Needs</b></p>	
<p>Only 27% of eligible students earn an Associate Degree (p. 17)</p>	<p><i><b>Ambitious:</b></i> The graduation objective is ambitious because it is <b>43</b> percentage points higher than the college graduation rate of 27%. The transfer baseline objective is ambitious because it is <b>43</b> percentage points above the baseline level of 27%.</p>
<p>Only 27% of eligible students transfer to a four-year institution (p. 18)</p> <p>Students do not have a dedicated counselor to guide toward graduation and transfer</p> <p>No individual career guidance to select an educational pathway that leads to a career students desire and are suited for</p> <p>Only 50% of eligible students earn a GPA of 2.5 or higher, necessary for transfer to many universities</p> <p>Lack of role models means students do not see examples of someone working toward graduation and transfer</p>	<p><i><b>Attainable:</b></i> It is attainable because the carefully researched and developed <b>Plan of Operation (page 42)</b> includes specific activities, services and interventions designed and scheduled to help participants earn a degree and transfer to a four-year institution.</p> <p>A <b>Summer Bridge Program</b> will provide each student with an individual <b>education plan</b> that includes a timeline for graduation and transfer. <b>One-on-one tutoring</b> and <b>mentoring</b> will be offered as well as <b>organizational</b> and <b>study skill</b> workshops. Workshops on <b>test-taking skills</b> and <b>academic confidence</b> will be offered and regular <b>counselor meetings</b> with each student will include <b>intrusive advising</b> to ensure students are on target to graduate and transfer within four years.</p>
	<p><i><b>Budget and Resources:</b></i> <b>Budget and Resources:</b> The budget includes funding for academic advising, assessments, and visits to four-year universities and other educational sites.</p> <p>The college has committed resources including the Career and Transfer Center, Faculty Advisors, tutoring, supplemental instruction, assistance for students with disabilities, staff time, lab time, and facilities.</p>

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TRIO SSS has been able to meet these objectives with the support of the institution. **By offering students priority registration**, especially for our high unit major students, makes a tremendous impact to meeting the graduation and transfer rate as mandated by the grant. **Majority of our students transfer to 4-year institutions within the 3-year cycle.**

What additional support is being provided to students in this group?

- Academic, career and personal counseling
- Guidance in selecting a major and learning about career options
- Exposure to cultural and academic enrichment activities
- Registration Assistance
- Tutoring Services, utilizing both group and individual methods
- Workshops to develop and improve academic and life skills
- Assistance in applying for financial aid, scholarships and portfolios
- Visits to college campuses
- Assistance with the college application process
- Career Talks – Role models discussing career pathways
- Peer Mentors assisting new participants, acquainted to college environment

Describe how the objectives of this group align to the Institutional Learning Outcomes of Modesto Junior College.

The following ILOs align with the TRIO SSS program's goals and objectives. Workshops are also created based on the student's needs. These workshops/events are also created based on the situation such as CSU/UC application, Career Talks, Cultural events, 4-year Campus Tours, Financial Literacy seminars, and many more targeting the needs of the participants.

**Communication.** Students will generate and develop capabilities for creative expression and effective communication.

**Information and Technology Literacy.** Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy.

**Personal and Professional Development.** Students will develop skills that aid in lifelong personal growth and success in the workplace.

**Creative, Critical and Analytical Thinking.** Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills.

**Cultural Literacy and Social Responsibility.** Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship.

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**Student Eligibility and Participation:** Provide the student eligibility criteria for entry into and continued participation in this program. Address specific criteria related to academic performance, engagement, and progress towards academic goals within each category.

1) Initial entry into group

**To be eligible for admission in the TRIO Program, a student must meet the following requirements:**

- Be a US Citizen or permanent resident
- Demonstrate academic potential and personal motivation to transfer to a four year college or university
- Must be at Math 70 and English 50 placement level
- Be accepted for new enrollment at Modesto Junior College or currently enrolled as a full time student at MJC
- Be a first-generation college student (neither parent has completed a four year college degree) and/or
- Be low-income, according to guidelines established by the US Department of Education and/or
- Have a verified disability

2) Ongoing participation in the group

At the initial participant intake/interview meeting, the following points of the TRIO SSS Mutual Responsibility Contract are reviewed and agreed upon entry of the program:

- Agree to meet with a Student Support Services Program Counselor at least three times each semester.
- Agree to complete 12 units each semester unless discussed with a counselor (24 units per year).
- Maintain academic progress (2.5 cumulative GPA)
- Agree to graduate and or transfer in four to six semesters by following the Ed Plan.
- Participate in tutoring services as recommended by program staff.
- Agree to contact a Student Support Services Program Counselor prior to withdrawing from a course, from MJC, or from the program.
- Agree to complete one guidance course or a study skills class as recommended by program staff within my first year in the TRIO/Student Support Services Program.
- Agree to participate in at least two workshops, campus visit, or cultural program activities each semester.
- Complete the student portfolio before transferring.
- If dissatisfied with any aspect of the program or the services provided, including tutorial services, notify the TRIO/Student Support Services Program office.
- Agree to complete survey questionnaires and event evaluations authorized by the College to assist in program evaluation and to complete an exit interview prior to transferring.



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- Authorize the release of transcripts, grade reports, financial aid information, photographs taken during program activities, or other documentation as specified by TRIO/Student Support Services Program staff so they can assist in accomplishing my academic and career goals.

3) Exit from group

### APPENDIX A

**“Transfer Checklist”** used when students exit the program. Form to be completed upon the last semester of enrollment at MJC usually in the spring semester as student prepares to transfer to 4-year University.

List the data reports that will be used to track eligibility and attach samples (remove student identifiers).

Using the Student Access database, each participant is tracked from the initial contact until the time student transfers. The Clearing House is also used to track bachelor’s degree completion after they transfer to 4-year institutions.

Individually the program tracks and monitors student’s progress using the following Datatel reports:

- Transcript (GPA) Report
- Assessment (English and Math) Report
- Residency Status
- Financial Aid

Student Access Playtime Queries:

>2.5 GPA

<3.0 GPA

No contact with TRIO SSS Counselor

Major

Transfer School Choice

Letters of encouragement, support and congratulatory are sent to students with the goal of offering students options and support as they continue to meet their goals. Tracking of the GPA is done each semester (Summer, Fall and Spring) for all active participants to intervene early in case student falls below the required program GPA.

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**Review of Priority Status for Group:** Initial approval is granted for a period of three years. After two years, the group must conduct a review and resubmit for continuation of priority registration.

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What criteria will be used to measure the effectiveness of providing priority registration to these students?

### **APPENDIX B**

U.S. Department of Education Annual Performance Report (APR) to be submitted on an annual basis to measure objective requirement and effectiveness of providing priority registration.

Outline the process that will be used in conducting the review of this priority group. Include who will be conducting the review, specific dates on which the review will begin and conclude, and the expected findings that will lead the group to either propose continuation or termination of priority registration for participants.

APR will continue to be the measure of conducting the review. During the period of November 5 – December 5 the APR will be submitted to the Department of Education for program review. The expected finding will be that majority of the TRIO SSS students will transfer to a 4-year university within 3 years. **NOTE: APR data will be submitted by Dec. 5, 2015 for the 2014-15 academic year.**

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## APPENDIX A

### Modesto Junior College TRIO Student Support Services Program Transfer Checklist



Name \_\_\_\_\_ W# \_\_\_\_\_

<u>DATE</u>	<u>ACTIVITY</u>
_____	Transfer Year: _____ Fall _____ Spring
_____	Comprehensive Educational Plan Completed
_____	Transfer Pattern: _____ CSU _____ IGETC _____ Other
_____	Transfer School (s) _____
_____	Transfer Major (s) _____
_____	Associates Degree (s) _____ _____
_____	Transfer Admissions Agreement (TAG) CSU _____ UC _____
_____	Major preparation classes to be completed _____ _____ Golden 4 _____ Major Prep/ASSIST
_____	Official Transcript Requested
_____	CSU/UC/Private/Out of State Applications Completed _____ _____ _____
_____	Financial Aid Application (FAFSA) completed
_____	Scholarship Application completed
_____	MJC Graduation Apply by First Week of March
_____	Supplemental Applications (EOPS, TRIO/SSSP, etc.)
_____	Housing Options   Orientation _____
_____	Admissions Decisions (Acceptance or Denial) _____ _____
_____	Final Transcript Sent
_____	EXIT Interview: TRIO/Student Support Services Program

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## APPENDIX B

**U.S Department of Education  
Office of Postsecondary Education/Federal TRIO Programs  
Student Support Services (SSS) Program  
Individual Prior Experience (PE) Points Report  
2013-14 Reporting (Assessment) Year**

PR/Award Number: P042A100550  
Grantee: Yosemite Community College District  
State: CA  
Sector: Public 2-Year  
First Funded in FY 2010: No

### *Introduction*

The Prior Experience (PE) points earned for the 2013-14 assessment year were awarded on the basis of serving the approved number of students and meeting or exceeding the project's approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2013-14 annual performance report (APR). For a summary of policies and procedures for assessing a project's prior experience and the formulae for calculating PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2013-14 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2013-14 (refer to Funded Number in table below) is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criteria, a project must have submitted an APR for the year in which the cohort was established.

Summary of PE Scores for 2013-14 Assessment Year (P042A100550)					
PE Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned	
Persistence	4	85%	87%	4	
Good Academic Standing	4	75%	86%	4	
Associate's Degree or Certificate	2	65%	65%	2	
Associate's Degree or Certificate and Transfer to a 4-Year Institution	2	65%	91%	2	
Funded Number	3	Number of Participants Funded to Serve	Number of Participants Served	Percent Served	0
		250	237	94%	
<b>Total Points</b>	<b>15</b>				<b>12</b>