

## MJC Vision Goal Setting, Spring 2019

	<b>Chancellor's Office Vision Goals (to achieve by 2021-22)</b>	<b>MJC Goals by 2021-22</b>	<b>Goal 5: Reduce Equity Gaps in each metric by 40%</b>	<b>Institutional Areas to meet Targets</b> (General areas that need to be more deeply considered, including development of a timeline & responsible parties)
<b>1</b>	<b>Completion</b> (increase by 20%: earned a degree or certificate or transitioned from adult Basic Ed/EL to noncredit career or college-level credit)	<b>300</b> add'l students complete annually <b>TOTAL: 1,800</b>	<b>14</b> additional African American students would complete ( <b>Total: 42</b> )  <b>93</b> additional Hispanic students would complete ( <b>Total: 745</b> )	<ul style="list-style-type: none"> <li>▪ Textbook and subscription costs</li> <li>▪ Automatic degree conferral</li> <li>▪ Waitlists (course enrollment capacity)</li> <li>▪ Scheduling issues (term length, start times)</li> <li>▪ Registration (process, priority)</li> </ul>
<b>2</b>	<b>Transfer</b> (increase by 35%: transfer to a CSU or UC)	<b>374</b> add'l students transfer annually <b>TOTAL: 1,442</b>	<b>15</b> additional African American students would complete ( <b>Total: 29</b> )  <b>94</b> additional Hispanic students would complete ( <b>Total: 567</b> )	<ul style="list-style-type: none"> <li>▪ Outreach to the community</li> <li>▪ Financial literacy for students</li> <li>▪ First-Time-In-College course</li> <li>▪ Intentional advising by program faculty</li> <li>▪ K12 &amp; CSU/UC articulation (WOW program)</li> </ul>
<b>3</b>	<b>Unit Accumulation</b> (decrease the number of units accumulated when a degree is earned to 79 units)	<b>16</b> Fewer units per completer	<b>12</b> fewer units for Asian students ( <b>Total: 97</b> )  <b>10</b> fewer units for Unknown students ( <b>Total: 93</b> )	<ul style="list-style-type: none"> <li>▪ AB705</li> <li>▪ Contextualized math and English</li> <li>▪ Guided Pathways improvements</li> </ul>
<b>4a</b>	<b>Workforce (2015-16)</b> (76% employed in the field of study)	Increase by <b>8</b> percentage points (350 students are employed in the field of study )	n/a	<ul style="list-style-type: none"> <li>▪ Communication to students about CTEOS Survey</li> <li>▪ LinkedIn accounts for students</li> <li>▪ Employer partnerships</li> <li>▪ Alumni use of Career Services</li> </ul>
<b>4b</b>	<b>Living Wage</b> (Among all students who exited the community college system and did not transfer, the % who attained a county living wage for a single adult)	<b>55%</b>	<b>36</b> additional African American students ( <b>Total: 126</b> )  <b>4</b> additional American Indian/ Alaska Native students ( <b>Total: 14</b> )  <b>7</b> additional students from 2 or more races ( <b>Total: 23</b> )	<ul style="list-style-type: none"> <li>▪ Financial literacy (long-term planning, debt, investment, budgeting)</li> <li>▪ Labor Market information to students (Program Profiles)</li> <li>▪ Identification of learning outcomes and competencies</li> </ul>