



MODESTO JUNIOR COLLEGE

Student Equity Plan

2014-2017

Year 2015 - 2016

Modesto Junior College

Student Equity Plan

2014 - 2017

Table of Contents

Signature Page	2
Executive Summary	
Overview, Philosophy.....	4
Target Groups	5
Plan Summary	5
Contact Person/Student Equity Coordinator	6
Planning Process and Collaboration.....	7
Success Indicators: Overview.....	8
Indicator Findings and Goals.....	10
A. Access	10
Access Goals, Activities, Funding, and Evaluation	15
B. Course Completion	19
Course Completion Goals, Activities, Funding, and Evaluation	20
C. ESL and Basic Skills Progression	27
ESL/Basic Skills Completion Goals, Activities, Funding, and Evaluation.....	31
D. Degree and Certificate Completion	37
Degree and Certificate Completion Goals, Activities, Funding, and Evaluation.....	38
E. Transfer	43
Transfer Goals, Activities, Funding, and Evaluation	44
F. Other College- or District-wide Initiatives Affecting Several Indicators	50
SSSP	50
Basic Skills Initiative.....	51
Center of Excellence for Veteran Student Services	53
Title V – Removing Barriers for Underrepresented Students	54
Summary Budget	56
Summary Evaluation.....	57
Appendix	
Student Success and Equity Committee (SSEC) Membership 2015-16.....	63

Modesto Junior College Student Equity Plan Signature Page

District: Yosemite Community College District

Date Approved by Board of Trustees:

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community college Chancellor's Office (CCCCO).

College President: _____ stearnsjill@yosemite.edu
Jill Stearns email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

VP; College & Admin. Services: _____ alta@yosemite.edu
Albert Alt email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

VP; Student Services: _____ toddj@yosemite.edu
James Todd email

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Vice President of Instruction: _____ thamesb@yosemite.edu
Brenda Thames email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Academic Senate President: _____ martinc@yosemite.edu
Curtis Martin email

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Classified Staff Advisory Council-Chair: _____ wagnerj@yosemite.edu
Judy Wagner email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

ASMJC President: _____ ASMJCPresident@student.yosemite.edu
Tommy Ledesma email

Student Equity Coordinator/Contact Person: _____ ariasf@yosemite.edu
Flerida Arias 209/575-6634 email

Executive Summary

Modesto Junior College (MJC), a federally-designated Hispanic-Serving Institution (HSI), provides educational opportunities for approximately 24,304 students. Faculty, staff and administrator commitment to student success is the focus of the college 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 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.

The MJC 2014-2017 Student Equity Plan (SEP) analyzes data and outlines initiatives to ensure students from underrepresented populations at the college have an equitable opportunity for access and success. The plan was developed through rigorous collaborative conversations at the college and was approved by the by Academic Senate College Council, and the YCCD Board of Trustees in December 2014. The 2015-16 update to the plan was drafted and reviewed by campus constituencies during the fall 2015 semester after thoughtful evaluation of student outcome indicators, current activities and promising practices. The updated plan was approved by College Council on November 16th, the Academic Senate on November 19th, and the YCCD Board of Trustees on December 9th. The SEP and the progress toward reaching our goals will continue to be evaluated and refined by the Student Success and Equity Committee (SSEC) on an annual basis through the college process of participatory governance.

MJC Student Equity Philosophy: MJC has a long-standing commitment to serving the unique needs of underrepresented students. Modesto's location on Highway 99 in California's Central Valley has been a stopping place for refugees, immigrants, and migrant farm laborers for many years. Today, in Stanislaus County, Miwok and Yokuts indigenous groups co-exist with African American, Anglo, Armenian, Assyrian, Basque, Chinese, Greek, Hispanic, Italian, Laotian, Russian, Sikh, and Swede, among others.

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. The activities outlined in this plan have shifted from a "deficit-minded" model to one of promise and growth-mindedness, in which the college will meet students where they are, helping them complete courses of study aligned with state curricular transfer and CTE models. A particular focus of the plan is to reduce identified exit points where students leave courses and programs of study. MJC recently joined the Achieving the Dream network and is using the framework of data-driven decision making in the development and implementation of this and other strategic plans.

The college is dedicated to improving student equity through innovative, multi-cultural, programs, policies, services, and curriculum that mitigate "disproportionate impact" that occurs when "the percentage of persons from a particular racial, ethnic, gender, age, or disability group

who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedures is a valid and reliable predictor of performance” [Title 5 Section 55502(d)].

Target Groups: Modesto Junior College is committed to access, completion, and excellent education for all students in the service area. In the tables that follow, multiple population groups showed disproportionate impact when compared to the highest achieving reference group. Particular groups are targeted for this plan, based on percentage point gaps over multiple equity indicators. Other populations that have disproportionate impact will be included in equity activities, but may not be primary target groups. Other populations with disproportionate impact may have a small number of students and will thus be included but not targeted. The target groups identified for the 2014-2017 plan include:

- Access: Hispanic, African American
- Course Completion: African American, Hispanic students
- ESL/Basic Skills Progression: African American, Hispanic students
- Degree/Certificate Completion: Hispanic, African American students
- Transfer: Hispanic, African American, and low income students

Plan Summary: Review of student equity data produced two overriding themes:

- 1) **Building Capacity for Evidence-Based Change:** Improved data collection, analysis and communication will lead to better informed faculty, staff and administrators and produce stronger evidence for decision making.
- 2) **Understanding Student Population Needs:** Student demographics at the college continue to change. Faculty, staff and administrators will better serve students if they understand how to interpret disparate student needs. Professional development will increase knowledge and skills to do so.

The identification of these themes led to embedded activities in every indicator to increase capacity at the college for improved data collection, increased understanding of the disparate needs of students and recognition of effective practices to address the findings. There is a particular focus on professional development, research, direct services to students, and working with experts in the field.

Major Activities for MJC Student Equity Plan

- Improve data gathering, analysis and communication
- Provide data coaching experts
- Conduct student focus groups
- Enhance outreach and marketing efforts
- Implement new multi-disciplinary First-Time-in-College (FTIC) course
- Train faculty for FTIC course
- Explore and support course redesign and sequencing
- Facilitate extensive professional development to learn and implement best practices that will help students of color succeed
- Improve transfer through guided pathways to CSUs
- Provide faculty professional development in multicultural andragogy
- Provide books to identified Basic Skills courses
- Enable proactive communication with students on progress-toward-completion

Resources

The MJC Student Equity Plan (SEP) was developed with a primary focus on leveraging and collaborating with other support and instructional services. Activities identified in this plan will use SEP funds in coordination with SSSP, Basic Skills, EOPS, DSPS, the MJC HSI STEM & Articulation and Title V grants, and AB86 funding. The most important resources of the college are its human resources. Many hands, minds and hearts will work together to implement the plan and improve the access and success rates of disproportionately impacted students.

Contact Person/Student Equity Coordinator

Flerida Arias
Dean of Student Equity and Student Learning
Modesto Junior College
(209) 575-6634

Planning Process and Collaboration

Plan Development Methodology – Thorough research was undertaken in order to develop an evidence-based Student Equity Plan for MJC. Institutional data was identified and assessed by the college research analyst, deans, faculty, Academic Senate Leadership expert researchers, college administrators, students, and the Student Success and Equity Committee (SSEC). Best practices and national resources were investigated to identify promising interventions for the plan. The California Community College Chancellor's Student Equity Plan, successful national models and equity guidelines from multiple resources have informed and shaped this plan.

MJC used the Percentage Point Gap defined by the Chancellor's Office in evaluating success rates. This methodology **compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by the highest achieving subgroup**. Data is presented with the percentage point gap method in order to more clearly communicate the magnitude of disproportionate impact and numbers of students impacted by equity gaps.

In 2014-15, campus stakeholders engaged in multiple college committee meetings and open-invitation discussions over several months to identify the priorities for student equity. Workgroups developed objectives and activities outlined in this plan. Additional refinement was made after the first year to shape activities that meet the needs of identified target populations. The MJC Equity Plan was approved in December, 2014. Activities implemented during the last year include a three-day faculty retreat where new goals and methods were developed, the hiring and training of Student Success Specialists that work with identified student populations, and attendance at the Achieving the Dream national data summit to increase capacity to analyze institutional data.

The 2015-16 update adds multiple activities focused on identified student populations with documented disproportionate impact. Activities were recommended and reviewed through additional collaborative planning meetings in the Student Success and Equity Committee, the Student Services Council, and in open invitation meetings with faculty.

Success Indicators: Overview

The Chancellors' Office guidelines for student equity planning research identify five key areas to be investigated. These include Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Each of these five areas requires an analysis of disproportionate impact by disaggregating data according to the demographic variables of gender and race/ethnicity. Additional investigation of special population categories, including Foster Youth, Veterans, Students with Disabilities, and Low Income students is included.

In trailer bill language adopted after the guidelines were developed, additional breakouts by foster youth, veterans, disabled students and poverty levels were added. Given the size of MJC, to maintain statistical reliability, cell sizes of less than 100 were not included in the disproportionate impact calculations. MJC recognizes there is disproportionate impact potentially occurring in cell sizes of less than 100.

Overarching Themes and Initiatives

Two important themes emerged through the college student equity self-evaluation. Because they are fundamental to the improvement of access, completion, ESL and Basic Skills completion, degree and certificate completion, and transfer, they are addressed first in the Goals section. Specific activities are designed to strengthen college capacity in these areas:

1) Data collection, analysis, communication, and comprehension

MJC is committed to evidence-based decision-making. As information on the disproportionate impact of student educational opportunities increases, the need to enhance the knowledge and skills of administrators, faculty and staff in data collection and analysis becomes critical. In reviewing available data for this plan, the Student Success and Equity Committee identified multiple questions for which data was not available. Additionally, while multiple data elements are collected, they need to be accessible and easily interpreted by necessary stakeholders. Finally, an improved system of data communication will increase the capacity of the college to react in a timely way to the needs of students.

In order to address this gap, the college is partnering with the Achieving the Dream National Reform Network, focused on evidence-based institutional improvement for community colleges. The network provides expert data coaches to train college administrators, faculty and staff to help them learn to better identify, interpret and use data to lead to transformative policies, programs and services for students. Additionally, the college has hired a Director of Research and Institutional Effectiveness who will be responsible for gathering and analyzing data related to ways programs, instruction, policies, etc. may disproportionately impact students. The Director of Research will ensure the Student Equity plan aligns with other MJC strategic plans, including the Education Master Plan and College Strategic Plan.

Veterans and Foster Youth: Additional data in this updated plan include Veterans and Foster Youth. Some data for cohort-based indicators that require tracking over a period of time (Degree/Certificate Completion and Transfer), are not available at this time, but will be included as they are tracked.

2) Addressing the needs of an ever-changing student population and its success

Ethnic minorities represent sixty-three percent of the MJC student population. **Forty-five percent of the total student population is Hispanic, an increase of eleven percentage points in** the last two years when the percentage of Hispanic students was thirty-four percent. The college recognizes that as student demographics change in the classroom, programs and services must adjust. Course curriculum and effective teaching methods relevant to students from diverse backgrounds need investigation and faculty members need support to develop approaches that reach our diverse student populations and effectively close achievement gaps in their classrooms and programs.

In order to address this need, the college will contract with the University of Southern California Center for Urban Education (CUE) to identify research and effective practices, and to provide deep professional development for faculty, administrators and staff related to student equity. The CUE has particular expertise regarding Latino students, the largest underrepresented student group at the college.

In the tables below, the highest performing group is marked in **GREEN**, the lowest performing group is marked in **RED**, and other groups experiencing disproportionate impact are marked in **YELLOW**.

Indicator Findings and Goals

The Student Equity Plan is organized into five equity indicators. A summary of the data analysis and goals is shown in the tables below. The “Potential Impact” shows the number of students who will no longer fall into the “gap” of students who are lost in each indicator, if goals are achieved. Our aim is to close the achievement gap for all disproportionately impacted students by 2020. Reasonable goals are set for the 2015-2016 year and will be increased as activities and interventions are implemented, evaluated, and refined.

ACCESS FINDINGS: There is no disproportionate impact for any subgroup when compared to the adult population of the service area, which includes all ages. When compared to K-12 students in local area schools, however, MJC Hispanic students are under-enrolled by 9.4 percentage points. African Americans are under-enrolled by 2.6 percentage points, and Asian/Filipino students by 4.3 percentage points.

<p><u>Access Goal:</u> By fall 2017, increase access rates for Hispanic students by 2.6 percentage points over the baseline rate of 44.2% to a rate of 46.8%.</p> <p>Increase access rates for African American students by 1.5 percentage points over the baseline rate of 3.5% to a rate of 5%.</p>	<p><u>Potential Impact:</u> Two hundred fifty-five additional Hispanic students and seven additional African American students enroll at MJC.</p>
--	--

COURSE COMPLETION FINDINGS: The course completion rates of African American students are significantly lower (-22 percentage points) than the highest achieving subgroup (Asian). Hispanic students are also disproportionately impacted at a rate of -7 percentage points. Because of the high number of Hispanic students, this impacts more than 7,000 duplicated students.

<p><u>Course Completion Goal:</u> By fall 2017, increase course completion rates for African American students by 3 percentage points over the baseline course completion rate of 52% to a rate of 55%.</p> <p>By fall 2017, increase course completion rates for Hispanic students by 1.5 percentage points over the baseline rate of 66% to a rate of 67.5%.</p>	<p><u>Potential Impact:</u> Two hundred forty-eight additional courses completed by African American students and fifteen hundred twelve additional courses completed by Hispanic students.</p>
---	--

ESL AND BASIC SKILLS Progression FINDINGS: ESL and Basic Skills data are combined into a single indicator. These findings show a disproportionate impact for African American students, male students, and students with disabilities when compared to the highest achieving subgroup (Asian). Transition rates to transfer level coursework are very low.

<p>ESL and Basic Skills Progression Goal: By fall 2017, increase ESL/Basic Skills progression rates for African American students by three percentage points over the baseline rate of 48% to a rate of 51%. By fall 2017, increase ESL/Basic Skills progression rates for male students by two percentage points over the baseline rate of 58% to a rate of 60%.</p>	<p>Potential Impact: Fourteen additional African American students and seventy-six male students progress from ESL/Basic Skills to college level courses.</p>
--	--

DEGREE AND CERTIFICATE COMPLETION FINDINGS: African American students completed degrees/certificates at a success rate **eleven percentage points** lower than the highest achieving subgroup (Asian). Hispanic students were disproportionately impacted by **nine percentage points**. Students with disabilities have the highest performance gap (24%). This year will focus on additional research to understand the specific barriers and remedies needed to reduce this gap.

<p>Degree And Certificate Completion Goal: By fall 2017, increase degree and certificate completion rates for African American students by three percentage points over the baseline rate of 36% to 39%. By fall 2017, increase degree and certificate completion rates for Hispanic students by three percentage points over the baseline rate of 38% to 41%.</p>	<p>Potential Impact: Three additional African American students and thirty Hispanic students complete a degree or certificate.</p>
---	---

TRANSFER FINDINGS: Hispanic students, African American students, and Low Income students transfer at rates that are each **eleven percentage points** lower than the highest achieving group (Asian). Students with disabilities have an even higher gap (-19%). This year will focus on additional research to understand the specific barriers and remedies needed to reduce this gap.

<u>Transfer Goal:</u> By fall 2017, increase transfer rates for Hispanic students by 2.5 percentage points over the baseline rate of 27% to a rate of 29.5% . By fall 2017, increase transfer rates for African American students by three percentage points over the baseline transfer rate of 27% to a rate of 30% . By fall 2017, increase transfer rates for Low Income students by two percentage points over the baseline rate of 27% to a rate of 29% .	<u>Potential Impact:</u> Twenty-seven additional Hispanic students, three additional African American students; and thirty-seven additional Low Income students transfer to a 4-year institution.
--	---

A. Success Indicator: Access

Indicator: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.

Access (2013-2015 average)									
Student Demographics	Two Year Average Annual Headcount at MJC	Percent of Cohort	Number of Minors (K-12) in Service Area	Percent of K-12 population	# of Population in Service Area 2010 Census	Percent of 2010 pop	Access Gap*	Adult Participation Rate	% Point Gap compared to K-12 Access
All	24,047	100%	250,869	100%	553,035	100%	0.0	43.5	0
Female	13,775	57.3%			278,663	50.4%	6.0	49.4	
Male	10,147	42.2%			274,371	49.6%	*-6.5	37.0	
Unknown Gender	125	0.5%							
African-American	852	3.5%	15,388	6.1%	13,470	2.4%	19.7	63.2	-2.6%
American Indian/Alaskan Nat.	133	0.6%	2,211	0.9%	2,697	0.5%	5.8	49.3	-.3%
Asian/Filipino	1,537	6.4%	26,885	10.7%	26,929	4.9%	13.6	57.1	-4.3%
Hispanic	10,620	44.2%	134,568	53.6%	230,767	41.7%	2.5	46.0	-9.4%
More than One Race	706	2.9%	6,041	2.4%	13,305	2.4%	9.6	53.1	+5.5%
Pacific Islander	252	1.0%	1,828	0.7%	3,423	0.6%	30.1	73.6	+3.3%
Unknown race/ethnicity	890	3.7%	2,667	1.1%	772	0.1%	1109.4	1152.8	+2.6%
White Non-Hispanic	9,058	37.7%	61,281	24.4%	261,671	47.3%	** -8.9	34.6	+13.3%
Students w/Disabilities	2,543	10.6%			37,684	6.8%	24.0	67.5	n/a
Economically Disadvantaged	15,606	64.9%			101,448	18.3%	110.4	153.8	n/a
Foster Youth	75	.3%	775	.3%					0
Veterans	521	2.1%			27,208	4.9%	-2.8		n/a

Two-Year Average Headcount comes from CCC Data Mart unduplicated annual headcount for 2013-14 and 2014-15. Service Area is defined as selected census tracts using GIS software. Population data comes from US Census 2010 data by census tract using GIS. Foster Youth data comes from kidsdata.org. Adult Participation Rate is the number of students per 1000 adults in the service area. Access Gap is the difference between the Percent of MJC Cohort Headcount and the Percent of K-12 Population for each sub-group. More clarity is needed to understand the apparent disparity between K-12 demographic data and adult population demographic data in the service area.

Equity Gap Ranked	Student Group	Equity Gap*	# of students enrolled	Number of students "Lost"
1	Hispanic	-9.4%	10,620	998
2	Asian/Filipino	-4.3%	1,537	66
3	African American	-2.6%	852	22

The table above shows demographic data for MJC enrolled students, local K-12 students, and the overall census tracks for MJC's service area. Differences based on gender and race/ethnicity are highlighted. Target populations identified with disproportionate impact for access were determined using the comparison between local K-12 populations and MJC student populations when a significant gap was shown.

Additional research is needed to understand the reference groups of community and high school. The college notes that neither the entirety of the K-12 population nor the adult population in the service area is wholly representative of MJC's target audience.

- According to the data we have at this point, there is no access gap for any ethnic group in geographic areas where we currently have students coming to the college. Comparing MJC demographics to the adult population should include a stratification of age and gender to understand whether or not our student population is reflective of the community.
- According to the data we currently have, we may not be providing equal access to our African American and Hispanic populations as we see far fewer of these ethnicities at our college than we see in K-12 in our service area. This compels us to do further research that looks at the actual graduating class ethnic demographics and compare this to the actual MJC incoming HS freshman ethnic demographics. Those questions will be pursued during the 2015-2016 year.

When comparing Hispanic enrollment to the overall population of the service area, there is no significant difference in access. When compared to K-12 Hispanic student data, however, Hispanic enrollment is underrepresented by more than nine percentage points. Asian/Filipino enrollment is lower relative to local K-12 by four percentage points. African American enrollment is underrepresented by 2.6 percentage points, relative to local K-12 enrollment.

*In the Success Indicator Access Table on the previous page Male students at MJC are underrepresented by 6.5 percentage points, relative to their proportion of the overall census for MJC's service area.

** In the Success Indicator Access Table on the previous page White non-Hispanic students at MJC are underrepresented when compared to the overall census for MJC's service area. They are overrepresented, however, by 13.3 percentage points, relative to their proportion of the local K-12 population.

Access goals, objectives and activities are developed to increase access for all students with a special focus on the target audience of Hispanic students.

Access Goals, Activities, Funding, and Evaluation

Goal A. The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic	-9.4%, 2013-2015	Gap no > -7%	2017
African American	-2.6%, 2013-2015	Gap no > - 1.5%	2017

Asian/Filipino students also show a lower enrollment rate as compared to the percentage of students in K-12 schools. This student population is the highest achieving group in all other indicators. The college will strategically focus on Hispanic and African American students as they show significant disproportionate impact in virtually every other equity indicator. Outreach and support activities will also include Asian and Filipino students, although they may not be specifically targeted.

Activity A: Access (Outreach, Professional Development, Research, Coordination)

Activity A Funding: \$324,500

Activity A is a holistic, comprehensive approach to access, integrating two sub-parts focused on addressing gaps identified through close examination of student data showing disproportionate impact. **A.1** includes training and outreach for African American and Hispanic students. **A.2** focuses on research associated with outreach efforts. Details of both sub-parts are below:

Activity A.1

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
A	Hispanic	10,620	255
A	African American	852	7
Current "Students Lost" minus Goal x # Courses enrolled = students not "Lost"			

Access Goals: By fall 2017, increase access rates for Hispanic students by 2.6 percentage points over the baseline rate of 44.2% to a rate of 46.8% . By fall 2017, increase access rates for African American students by 1.5 percentage points over the baseline rate of 3.5% to a rate of 5.0% ;			
Start & End Dates	Activity	Link to Goal	Research References
A.1 Outreach/ Professional Development January 2016 - August 2017	Provide training for staff and outreach activities in local area high schools, community centers, churches, and/or community events including enrollment assistance, assessment, and orientation services	Hispanic and African American students are not enrolling at the same percentage as is shown in local area K-12 schools. Targeted outreach will increase the number of students from these populations.	Chapman, C., Laird, J., and KewalRamani, A. (2010). Trends in High School Dropout and Completion Rates in the United States: 1972–2008 (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. Retrieved from http://nces.ed.gov/pubsearch .

Activity Implementation Plan: Presentations and materials will be developed and delivered to high schools, faith-based organizations and community leaders who interact with Latino students and community members along with translation of materials into Spanish. Additional research into which high schools with high proportion of Hispanic students are underrepresented at MJC will be undertaken, and outreach strategically designed, including addressing points in which Hispanic students in particular may be dissuaded from enrolling.

In order to ensure that Hispanic and African American students seeking access to MJC do not face barriers to course enrollment, MJC will expand access to and streamline the matriculation process. Orientation, assessment and education plan workshops will be conducted at multiple high school campuses, community events, churches, and community centers during fall 2015 and spring 2016, contributing to a significant increase in core service completion for first-time students and reducing the bottleneck of demand for educational plans that normally occurs just prior to the start of fall and throughout the first months of the semester. Students will be assessed and directed toward an educational plan months earlier than in previous years. This effort will be scaled up with the recent hiring of Student Success Specialists, enabling high schools, churches, community centers, and in community events in the service area to receive core services in the same format as offered at the college. In addition to orientation and assessment workshops at the high schools, college counselors will provide abbreviated educational plan workshops at high school sites.

In order to ensure that assessment is not disproportionately impacting Hispanic or African American students, MJC will put in place multiple measures for assessment. By spring 2016, we anticipate having established multiple measures for assessing and placing students. An important goal of the 2014-15 student success planning agenda was to expand the repertoire of assessment instruments available to students. The college is actively implementing multiple measures by adopting the California State University (CSU) standards of accepting ACT, SAT and EAP scores that place students in college-level English and/or math courses. Additionally, a

workgroup is exploring the adoption of “Conditionally Ready” placement in college-level English and/or math courses with somewhat lower ACT, SAT or EAP scores and completion of a senior year-long English and/or math course with a grade of “C” or better.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
A.1 Outreach/ Professional Development	By fall 2017: Outreach activities provided to students at 47 local area high school campuses, Community Centers, Community Events By fall 2017: 60% Hispanic students who begin application process complete enrollment	By fall 2017: Hispanic Access gap improves by 2.6 percentage points By fall 2017: African American Access gap improves by 1.5 percentage points	Outreach activity attendance records New student enrollment records Completion of assessment and orientation records

Activity A.2

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not “Lost”
A	Hispanic	10,620	255
A	African American	852	7
Current “Students Lost” minus Goal x # Students enrolled = students not “Lost”			

Access Goals: By fall 2017, increase access rates for Hispanic students by **2.6** percentage points over the baseline rate of **44.2%** to a rate of **46.8%**.

By fall 2017, increase access rates for African American students by **1.5** percentage points over the baseline rate of 3.5% to a rate of **5.0%**;

Start & End Dates	Activity	Link to Goal	Research References
A.2 Research and Evaluation Coord/Planning January 2016 - August 2017	Track students who receive outreach activities to identify the percentage who complete enrollment	Tracking Hispanic and African American students from high school to college enrollment will identify barriers that prevent them from access	<i>Center for Minority Male Community College Collaborative (M2C3)</i>

Activity Implementation Plan: The Director of Research will identify new students at multiple points of the enrollment process. Focus groups and additional tracking will identify exit points for the target populations as they complete assessment, orientation and education plans.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
A.2 Research and Evaluation/Coordination and Planning	<p>By fall 2017: Students who participate in outreach activities identified and tracked</p> <p>By fall 2017: 3-5 student focus groups identify barriers and exit points in enrollment process</p>	<p>By fall 2017: Hispanic Access gap improves by 2.6 percentage points</p> <p>By fall 2017: African American Access gap improves by 1.5 percentage points</p>	<p>Outreach activity attendance records</p> <p>New student enrollment records</p> <p>Focus group responses</p>

B. Success Indicator: Course Completion

Indicator: The ratio of the number of credit courses that students, by population group, complete (with a grade of A,B,C, or P), compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion (all Credit Courses) 2013-2015 Average				
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%
Economically Disadvantaged	171,406	113,805	66%	-7%
Students with Disabilities	11,488	7,552	66%	-7%
Veterans	4,853	3,391	72%	-1%
Foster Youth	218	120	**55%	-18%

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

Equity Gap Ranked	Student Group	Equity Gap*	# of courses enrolled	Number of courses "Lost"
1	African American/Black	-22%	8,260	1,817
2	Hispanic	-07%	100,789	7,055
3	Economically Disadvantaged	-07%	171,406	11,998
4	Students with Disabilities	-07%	11,488	804
5	Male	-07%	97,447	6,821
6	**Foster Youth	-18%	218	39

Equity Gap is the difference between the sub-group outcomes (%) to the group rate (%) for the highest achieving students. Only cohort sizes of more than 100 were included in disproportionate impact analysis.

*Asian was used as the comparison population as the makeup of "Unknown" changes over time. **MJC is working on identifying all Foster Youth. While there is a significant rate of disproportionate impact, more research is needed to understand the needs of this population. A Success Specialist will be assigned to Foster Youth students.

The overall success rate for African American students is 51%, twenty-two percentage points below the highest achieving group. The disproportionate impact for this population is significant: only two out three students completed courses, compared to the highest performing group of Asian students. More importantly, nearly half of the courses African American students enroll in were not completed. Students with disabilities have significant disproportionate impact in this indicator. Based on the design developed for Student Equity, MJC Disabled Student Programs & Services Office is adopting the “Success Specialist” model to provide services and support for students with disabilities. Male students also show disproportionate impact; and, males of color are statistically included in the overall male population. For the 2015-2016 year, a focus will be on closing the achievement gaps for males of color. Activities are designed to address these gaps. Additionally, economically disadvantaged students show disproportionate impact, and many low income students are included in the target populations of Hispanic and African American. For the 2015-2016 year, equity efforts will also include these populations.

MJC is partnering with the USC Center for Urban Education to conduct research into the structures and policies that may be contributing to a disproportionate impact on course completion for African American and Hispanic students. We will map the courses included among those contributing to this disproportionate impact, and conduct inquiry into the possible reasons why they are over represented. Once we have a better understanding of the courses contributing to the gaps, we will provide professional development to assist faculty in reducing the gaps. We will also include student services staff, in order to ensure that their practices are supporting strategically closing gaps in course completion.

Course Completion Goals, Activities, Funding, and Evaluation

Activity B: Course Completion (Professional Development, Research, Coordination, Curriculum Development, Instructional Support, and Direct Student Support)

Activity B Funding: \$440,300

Activity B is a holistic, comprehensive approach to course completion, integrating four sub-parts focused on addressing gaps identified through close examination of student data showing disproportionate impact in course completion rates. **B.1** includes research to understand course and program exit points for African American and Hispanic students; **B.2** develops a “Men of Color” program at the college; **B.3** provides professional development and support for faculty to develop the instructional model for FTIC courses; and **B.4** coordinates and supports research to compare success and retention rates for African American and Hispanic students in FTIC courses compared to non-FTIC students. Details of the four sub-parts are below:

Goal B. The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	-21%, 2013-2015	Gap no > -18%	2017
Hispanic	-07%, 2013-2015	Gap no > - 5.5%	2017

Six population groups are disproportionately impacted in course completion. The 2015-16 plan is focused on decreasing African American and Hispanic student gaps. The disproportionate impact for Hispanic students is 7%. Because of the high number of students and enrolled courses for this population and because MJC is a federally-designated Hispanic-Serving Institution, this is an important target group for the plan. Additional research is needed regarding Students with Disabilities and Foster Youth. Bringing together funding from a recent federal grant for veterans, DSPS, SSSP and Equity funding, two dedicated Student Success Specialists (2 @ .50 FTE) will provide services for these important student groups. Gaps in course completion also exist for male students and many of these are captured in the Hispanic and African American student data. The college will pursue an increased understanding of what is preventing course completion for all disproportionately impacted students.

Activity B.1: Professional Development

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation	X	Professional Development		

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Courses Affected	# Courses not "Lost"
B	African American	8,260	248
B	Hispanic	100,789	1,512
Current "Courses Lost" - Goal x # Courses enrolled = courses not "Lost"			

Course Completion Goals: By fall 2017, increase course completion rates for African American students by **three** percentage points over the baseline course completion rate of **52%** to a rate of **55%**;

By fall 2017, increase course completion rates for Hispanic students by **1.5** percentage points over the baseline rate of **66%** to a rate of **67.5%**.

Start & End Dates	Activity	Link to Goal	Research References
B.1. Professional Development/ Research & Evaluation/ Instructional Support January 2016 - August 2017	Identify which courses are most likely to be incomplete for African American, Hispanic students. Provide faculty for these courses w/Prof. Dev. Through the online CORA Institute as well as design support for retention and success strategies, including cultural competencies	Professional development will give faculty specific tools and strategies to engage these students	<i>Center for Minority Male Community College Collaborative (M2C3)</i>

Activity Implementation Plan: Anecdotal evidence suggests that the equity gap in course completion for African-American and Hispanic students at MJC is connected to students feeling disengaged and not focused. More research, including student focus groups, will occur during 2015-2016 to better understand the root causes of disproportionate impact in course completion. Providing professional development to faculty will develop capacity through new knowledge, and practices to better engaged students and create support for students without sacrificing quality. As a federally designated Hispanic Serving Institution, it is a priority to ensure practices and policies align with our mission to serve Hispanic students and other students of color.

Student Equity Administrators in conjunction with the Student Equity Committee will provide professional development and design support for faculty and advisors on retention and success strategies, including cultural competencies. Faculty will be trained through the Center for Organizational Responsibility and Advancement (CORA) in effective practices to educate college men of color, learn strategies and approaches that can enhance success outcomes. Faculty will have the opportunity to participate online and have interactive dialogue with other faculty. The program will cover enhanced teaching and learning strategies, theoretical and epistemological foundations of teaching men of color, and building relationships with college men of color.

A new Instructional Designer (I.D.) will be hired to provide support and training to faculty in curricular development and course redesign strategies that target populations with identified equity gaps. The I.D. will share best practices at the program and course level to reduce the disproportionate impact of specific student populations, beginning with African American and Hispanic student populations. Training and support will include technology-infused approaches, effective linking of classes, supplemental instruction, project-based learning, and other active learning and evidence-based strategies.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
B.1. Prof Dev/ Research/ Instructional Support	By fall 2017: 70% of trained faculty demonstrate increased knowledge of retention/success strategies By fall 2017: 50% of the cohort implement new strategies in classes	By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Student focus groups of trained faculty each semester Enrollments each semester by course, gender & ethnicity Success & Retention Rates each semester Faculty interviews

Activity B.2: Direct Student Support

Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Courses Affected	# Courses not "Lost"
B	African American	8,260	248
B	Hispanic	100,789	1512
Current "Courses Lost" - Goal x # Courses enrolled = courses not "Lost"			

Course Completion Goals: By fall 2017, increase course completion rates for African American students by **three** percentage points over the baseline course completion rate of **52%** to a rate of **55%**;

By fall 2017, increase course completion rates for Hispanic students by **1.5%** percentage points over the baseline rate of **66%** to a rate of **67.5%**.

Start & End Dates	Activity	Link to Goal	Research References
B.2. Direct Student Support January 2016- August 2017	Develop a support activities for men of color that operates out of the Student Success Centers	MJC data shows African American and Hispanic males are high risk populations. Mentoring and role models will help develop confidence and drive to succeed in college.	Harper, S. R. (2012). Black male student success in higher education: A report from the National Black Male College Achievement Study. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education.

Activity Implementation Plan:

Given that students of color may not consistently have access to faculty of color, a Student Success Specialist will be assigned to work with African American and Hispanic male students. Regular workshops will be taught by faculty who come from similar socio-economic, racial, ethnic and gender backgrounds. These activities will be held in the success centers along with offering mentoring opportunities. The Student Success Specialist will track male students that participate in workshops and ensure they are connected to follow-up services. The workshops will include life skills, engaging in the classroom, seeking assistance, and other topics. Males that participate during the first year will be invited to mentor new freshmen the following year to help new students feel connected to the college.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
B.2 Direct Student Support	By fall 2016: 40% of first-time-in-college African American males participate in one or more Men of Color workshops	By fall 2017: African American Course Completion gap improves by 3 percentage points	Student focus groups each semester
	By spring 2016: 15% of first-time-in-college Hispanic males participate in one or more Men of Color workshops	By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Enrollments each semester Success & Retention rates each semester

Goal B.3: Curriculum/Course Development or Adaptation

Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Courses Affected	# Courses not "Lost"
B	African American	8,260	248
B	Hispanic	100,789	1512
Current "Courses Lost" - Goal x # Courses enrolled = courses not "Lost"			

Course Completion Goals: By fall 2017, increase course completion rates for African American students by **three** percentage points over the baseline course completion rate of **52%** to a rate of **55%**;

By fall 2017, increase course completion rates for Hispanic students by **1.5%** percentage points over the baseline rate of **66%** to a rate of **67.5%**.

Start & End Dates	Activity	Link to Goal	Research References
B.3 Prof Development/ Curriculum & Course Development January 2016 - August 2017	Train the FTIC faculty committee to develop and implement new multi-disciplinary FTIC course	MJC data shows African American and Hispanic males are at risk of failing during the first year. The First-Time-In-College course will provide support and strategies to succeed	Reyes, N., & Nora, A. (2012). Lost among the data: a review of Latino first generation college students. <i>White Paper for the Hispanic Association of Colleges and Universities</i> . Retrieved from http://www.hacu.net/images/hacu/OPA/H3ERC/2012_papers/Reyes%20nora%20-%20rev%20of%201st%20gen%20latino%20college%20students%20-%202012.pdf

Activity Implementation Plan:

The MJC Curriculum Committee reviewed and approved the course outline and description for a First Time in College (FTIC) course as specified in the 2014-15 Student Equity Plan. Further development will be undertaken by the FTIC Committee to refine the course, including professional development to support the development and alignment of the FTIC instructional model. In spring, 2016, faculty who are interested in teaching this course will be trained with a projected date of fall 2016 to be open for student enrollment.

This course is designed to give incoming students a way to understand the “knowledge” that is required to help them navigate and be successful during their first year. Individual college readiness and career assessment will be embedded to help students improve academic skills and choose appropriate programs of study. This course will be taught by faculty from multiple disciplines and will engage students in understanding college expectations, student’s responsibilities, and how they can connect and best acclimate to campus life.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
B.3 Professional Development/ Curriculum and Course Development	By fall 2017: 70% of trained faculty demonstrate increased knowledge of retention/success strategies By fall 2017: 50% of the cohort implement new strategies in classes	By fall 2017, 60% of FTIC African American and 20% of FTIC Hispanic students complete FTIC course By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Pre-post faculty surveys Enrollments each semester Success & Retention Rates each semester; (FTIC, math, English)

Activity B.4: Research and Evaluation, Coordination and Planning

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Courses Affected	# Courses not “Lost”
B	African American	8,260	248
B	Hispanic	100,789	1512
Current “Courses Lost” - Goal x # Courses enrolled = courses not “Lost”			

Course Completion Goals: By fall 2017, increase course completion rates for African American students by **three** percentage points over the baseline course completion rate of **52%** to a rate of **55%**;

By fall 2017, increase course completion rates for Hispanic students by **1.5%** percentage points over the baseline rate of **66%** to a rate of **67.5%**.

Start & End Dates	Activity	Link to Goal	Research References
B.4 Research and Evaluation/Coordination Aug 2016 - Aug 2017	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	MJC data shows African American and Hispanic students are at high risk for failing during the first semester. Providing first time students with a solid introduction to college, linked with math and English courses will reduce the number who do not succeed.	<i>National Resource Center – University of South Carolina</i> <i>“ME 1st” – Chaffey College Program</i>

Activity Implementation Plan: The Director of College Research will create a cohort of FTIC students and comparison group (students of color enrolled in FTIC courses; students of other ethnicities enrolled in FTIC courses; and students who did not participate in FTIC courses) to track over subsequent semesters. The Director will identify which courses are exit points for students of color, attrition rates for students who complete FTIC courses linked with math and English, and success rates in subsequent semesters. In spring 2016, we will have only one semester of data for this activity; therefore we will continue to track retention and success over two fall and two spring semesters in order to have more reliable information.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
B.4 Research and Evaluation; Coordination and Planning	By spring 2017, FTIC cohort and comparison cohorts are identified	By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Student cohort retention and success data by demographic Courses with high attrition for students of color Focus group responses

C. Success Indicator: ESL and Basic Skills Progression

Indicator: The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course

ESL, Basic Skills English and Basic Skills Math student equity data appear in three separate tables, shown below. Progress through Sequence data is not currently available for **Veterans or Foster Youth**. Additional research to identify equity gaps for these populations will be conducted during 2015-2016.

Basic Skills ESL: 2006-2009 Progress Through Sequence

Successful Progression Through ESL to Completion in a Degree Applicable Course				
Student Demographics	Cohort Total	Number	Percent	Percentage Point Difference
ALL	676	104	15%	-8%
Female	452	76	17%	-5%
Male	220	28	13%	-10%
Undeclared	1 to 9		n/a	
Asian	141	32	23%	0%
African American	1 to 9		n/a	
Filipino	1 to 9	1	14%	-9%
Hispanic	181	21	12%	-11%
Native				
Pacific Islander	1 to 9		n/a	
White	201	38	19%	-4%
Undeclared	137	12	9%	-14%
Students w/Disabilities	23	3	13%	-10%
Economically Disadvantaged	510	84	16%	-7%

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

Equity Gap is the difference between the sub-group outcomes (%) to the group rate (%) for the highest achieving students.

Equity Gap Ranked	Student Group	Equity Gap**	# of students enrolled	Number of Students "Lost"
1	Undeclared	-14%	137	19
2	Hispanic	-11%	181	20
3	Male	-10%	30	17
4	Students w/Disabilities	-10%	23	2

Undeclared students show the highest disproportionate impact in ESL progress to degree applicable courses, followed by Hispanic students, male students and students w/disabilities. We know some ESL students do not intend to transition to degree applicable courses. Their personal academic goals may be to learn English or to prepare for the workplace. This may be the case with male ESL students who have cultural traditions of supporting families. The college is developing progress indicators for ESL and other non-credit coursework.

Basic Skills Math
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	Number	Success Percent	Percentage Point Difference
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%
Students w/Disabilities	433	111	26%	-25%
Economically Disadvantaged	4,193	1,628	39%	-12%

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

**Filipino students show the highest achievement in progress through Basic Skills English sequence. Because the number of students is less than 100, Asian students are used as the reference group. Undeclared and American Indian/Alaskan Native students show disproportionate impact; however, these populations have fewer than 100 students in the cohort. They will be included in activities below, but not identified as target audiences. The top five populations with disproportionate impact are identified in the table below:*

Equity Gap Ranked	Student Group	Equity Gap**	# of students enrolled	Number of Students "Lost"
1	Students w/Disabilities	-25%	1,233	308
2	African American	-19%	281	53
3	Hispanic	-14%	2,311	324
4	Male	-14%	2,746	384
5	Economically Disadvantaged	-12%	4,193	503

Only one in four students with disabilities successfully progressed from Basic Skills English into a degree-applicable English course. Less than one third of African American students successfully navigated that transition and only thirty-seven percent of Hispanic students. These groups will be included in the target audiences with focused activities to decrease the equity gap for each population.

2006-2009 Progress Through Sequence

Successful Progression Through Basic Skills Math to Completion in a Degree Applicable Course				
Student Demographics	Success			Percentage Point Difference
	Cohorts Total	Number	Percent	
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%
Students w/Disabilities	381	84	22%	-25%
Economically Disadvantaged	1,134	3,290	34%	-13%

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

Undeclared, Filipino, American Indian/Alaskan Native, and Pacific Islander students all show disproportionate impact; however, each of these populations has fewer than 100 students in the cohort. They will be included in activities below, but not identified as target audiences. The top five populations with disproportionate impact are identified in the table below:

Equity Gap Ranked	Student Group	Equity Gap**	# of students enrolled	Number of Students "Lost"
1	Students w/Disabilities	-25%	1,134	284
2	African American	-19%	194	37
3	Hispanic	-14%	1,574	220
4	Male	-13%	1,913	249
5	Economically Disadvantaged	-13%	1,134	147

Only one in four students w/disabilities successfully progressed from Basic Skills Math into a degree-applicable Math course. Just over 25% of African American students successfully navigated that transition and only one third of Hispanic students. These groups will be included in the target audiences with focused activities to decrease the equity gap for each population.

In addition to the Progress through Sequence tables by Discipline on the previous pages, the table below shows the success rates of students enrolled in ESL/Basic Skills courses. The success rates help us understand which students are at the highest risk of not progressing through the sequence. We are also able to see the success rates of Veteran and students w/disabilities in this table.

ESL/Basic Skills Success Rates (Course Success, not Progression Data)

ESL (Credit) and Basic Skills Success Rates (all credit basic skills average) 2013-2015				
Student Demographics	Total # of Students	Success (Number)	Success (Percent)	% Point Gap from Highest Achieving
ALL	10,234	6,473	63%	-6%
Female	6,440	4,266	66%	-3%
Male	3,783	2,198	58%	-11%
Unknown	11	9	82%	+13%
African-American	436	210	48%	-21%
American Indian/Alaskan Native	**38	21	55%	-14%
Asian	905	625	69%	0%
Hispanic	4,926	3,070	62%	-7%
Multi-Ethnicity	230	136	59%	-10%
Pacific Islander	116	72	62%	-7%
Unknown	440	288	65%	-4%
White Non-Hispanic	3,143	2,051	65%	-4%
Student w/Disabilities	1,113	575	54%	-15%
Veterans	127	83	*75%	+6%
Low Income	8,913	5,639	63%	-6%
Foster Youth	***30	17	57%	-12%

Source: CCCC/Datamart/Scorecard and YCCD/Crystal Reports/Custom Reports Student Sections Graded, Course Basic and Student Demographic Detail. 11/16/2015

*Veteran students had the highest success rate; however, Asian was used as the comparison population as the number of Veteran students is relatively small. **Disproportionate impact for American Indian/Alaskan Native students was significant; however, the number of students was small. Activities will include this population, although not named as a target. *** Disproportionate impact for Foster Youth was significant. While there is a significant rate of disproportionate impact, more research is needed to identify Foster Youth and understand what prevents them from completing Basic Skills/ESL courses. A Success Specialist will be assigned to this population.

Additional research during 2015-2016 will help us understand the correlation of success data shown above and the progression data in the previous pages. The overall *course success rate* for African American students in Basic Skills is 48%, twenty-one percentage points below the highest achieving group. The disproportionate impact for African American students is significant: fewer than half the African American students enrolled in Basic Skills courses completed those courses. Students with disabilities also show a significant impact. Fifty-four percent completed ESL/Basic Skills courses, fifteen percentage points below the highest achieving group. MJC's DSPS program will provide a Student Success Specialist to help address this gap for students with disabilities. There is also disproportionate impact on male students with only fifty-eight percent of the male student population completing ESL/Basic Skills courses.

ESL/Basic Skills Progression Goals, Activities, Funding, and Evaluation

Activity C: ESL/Basic Skills Progression (Research, Coordination, Curriculum Development, Professional Development, and Instructional Support)

Activity C Funding: \$368,792

Activity C is a holistic, comprehensive approach to ESL and Basic Skills progression, integrating three sub-parts aimed at addressing gaps identified through the close examination of student data showing disproportionate impact in ESL and Basic Skills Progression. **C.1** includes research and course development to identify effective sequencing policies that impact African American and Hispanic students; **C.2** provides professional development and course development to prepare for students entering with a Common Core Background; and **C.3** provides professional development and Instructional Support by developing accelerated course delivery and providing a book loan program for identified courses with high attrition rates. Details of the three sub-parts are below:

Goal C. The goal is to improve ESL and Basic Skills progression for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current Gap			Goals			Goal Year
	ESL	BS English	BS Math	ESL	BS English	BS Math	
African American	n/a	-19% 2006-2009 cohort	-19% 2006-2009 cohort	n/a	Gap no > - -16%	Gap no > - -16%	2017
Hispanic	-11% 2006-2009 cohort	-14% 2006-2009 cohort	-14% 2006-2009 cohort	Gap no > - - 9%	Gap no > - - 12%	Gap no > - - 12%	2017

Many subgroups have disproportionate impact in Basic Skills/ESL. MJC will focus this year on two populations: African American students and Hispanic students. Male students also have significant disproportionate impact. In this plan, student groups were not simultaneously disaggregated by ethnicity and gender. The male student group includes male students of color that are specifically targeted. For 2015-2016, males will be included in activities with the focus on males of color. Additional inquiry into how ethnicity and gender affect disproportionate impact will be undertaken. Research on the exit points between Basic Skills courses and degree-applicable courses for all disproportionately impacted student populations will be conducted as part of this plan.

Activity C.1: Research and Evaluation/Curriculum and Course Development/Coordination

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
X	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected*: (duplicated headcount)

ID	Target Group	# of Students Affected			# Student not "Lost"		
		ESL	BS English	BS Math	ESL	BS English	BS Math
C.	African American	n/a	281	194	n/a	8	6
C.	Hispanic	181	2,311	1,574	4	47	31

ESL Goals: By fall 2017, increase ESL progression rates for Hispanic students by **two** percentage points over the baseline progression rate of **12%** to a rate of **14%**;

Basic Skills English Goals: By fall 2017, increase Basic Skills English progression rates for African American students by **three** percentage points over the baseline rate of **32%** to a rate of **35%**.
By fall 2017, increase Basic Skills English progression rates for Hispanic students by **two** percentage points over the baseline rate of **37%** to a rate of **39%**.

Basic Skills Math Goals: By fall 2017, increase Basic Skills Math progression rates for African American students by **three** percentage points over the baseline rate of **28%** to a rate of **31%**.
By fall 2017, increase Basic Skills Math progression rates for Hispanic students by **two** percentage points over the baseline rate of **33%** to a rate of **35%**.

Start & End Dates	Activity	Link to Goal	Research References
C.1 Research and Evaluation/ Curriculum & Course Development/ Coordination & Planning Jan 2016 - Aug 2017	Examine and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses -Student Focus Groups	72% of African American and 67% of Hispanic students do not progress from Basic Skills Math into college level courses. 68% of African American and 63% of Hispanic students do not progress from Basic Skills English into college level courses.	What matters to Student Success: A Review of the Literature. nces.ed.gov/npec/pd/f/kuh_team_report.pdf

Activity Implementation Plan: Because more than 70% of MJC students place into basic skills courses, math and English faculty will examine and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses. In reviewing cohort migration data during the annual college-wide data summit, it was found that some students who succeed in basic skills course do not enroll in the next sequence course. We believe that some feel discouraged that it will take them too long to enter a transfer course. We would like to explore and confirm concrete reasons through student focus groups using the Achieving the Dream (ATD) survey model of their experience in math and/or English and why some do not continue in the next sequence course. ESL student focus groups will be held during the spring semester in 2016 to better understand what contributes to these gaps.

ESL faculty will explore noncredit curriculum that help students progress into credit English courses, preparing them for identified pathways. Additional faculty professional development regarding noncredit curriculum will be planned during 2016 Great Teachers Retreat and through the 2015 – 2017 academic timeframe.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
C.1 Research/Evaluation and Curriculum Develop./Coordination	By fall 2017, sequencing policies are in semi-final draft form	By fall 2017: African American Course Progression gap improves by 3 percentage points By fall 2017: Hispanic Course Progression gap improves by 2 percentage points	Success rates in ESL/Basic Skills courses Enrollment in transfer level English or math, after completing Basic Skills course Courses with high attrition rates Focus group responses: barriers to progression

Activity C.2: Professional Development/Curriculum Development

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation	X	Professional Development		

- Target Student Group(s) & # of Each Affected*: (Duplicated Headcount)

ID	Target Group	# of Students Affected			# Student not "Lost"		
		ESL	BS English	BS Math	ESL	BS English	BS Math
C.	African American	n/a	281	194	n/a	8	6
C.	Hispanic	181	2,311	1,574	4	47	31

ESL Goals: By fall 2017, increase ESL progression rates for Hispanic students by **two** percentage points over the baseline progression rate of **12%** to a rate of **14%**;

Basic Skills English Goals: By fall 2017, increase Basic Skills English progression rates for African American students by **three** percentage points over the baseline rate of **32%** to a rate of **35%**.

By fall 2017, increase Basic Skills English progression rates for Hispanic students by **two** percentage points over the baseline rate of **37%** to a rate of **39%**.

Basic Skills Math Goals: By fall 2017, increase Basic Skills Math progression rates for African American students by **three** percentage points over the baseline rate of **28%** to a rate of **31%**.

By fall 2017, increase Basic Skills Math progression rates for Hispanic students by **two** percentage points over the baseline rate of **33%** to a rate of **35%**.

Start & End Dates	Activity	Link to Goal	Research References
C.2 Professional Development/ Curriculum & Course Development Jan 2016 - Aug 2017	Facilitate planning and development for English and math faculty to prepare for students entering MJC with a Common Core background; Explore "ME First"	71 percent of African American students and 76 percent of Hispanic students enter MJC unprepared for college level work.	<i>CCC-Student Success Scorecard 2013-2014-MJC.</i> <i>National Resource Center – Univ Of SC</i> <i>"ME 1st" –Chaffey College Program</i>

Activity Implementation Plan: The Dean of Equity along with Math and English faculty will draft a time line with data and planning objectives to be shared at local service area district offices. Discussions that engage English teachers in developing approaches for students with a Common Core background will be held. Faculty will evaluate basic skills pedagogy and curriculum design after professional development regarding common core standards. Faculty will consider timeline to redesign curriculum from entry course, one level below transfer, and acceleration courses.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
C.2 Professional Development/ Curriculum Development	By fall 2017, 50% of Basic Skills English and math courses are reviewed for success for students from Common Core background	By fall 2017: African American Course Progression gap improves by 3 percentage points By fall 2017: Hispanic Course Progression gap improves by 2 percentage points	Course alignment agreements Discussion attendance records/notes

Activity C.3: Curriculum Development/Direct Student Support

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected*: (Duplicated Headcount)

ID	Target Group	# of Students Affected			# Student not "Lost"		
		ESL	BS English	BS Math	ESL	BS English	BS Math
C.	African American	n/a	281	194	n/a	8	6
C.	Hispanic	181	2,311	1,574	4	47	31
C.	Male	220	2,746	1,913		55	39

ESL Goals: By fall 2017, increase ESL progression rates for Hispanic students by **two** percentage points over the baseline progression rate of **12%** to a rate of **14%**;

Basic Skills English Goals: By fall 2017, increase Basic Skills English progression rates for African American students by **three** percentage points over the baseline rate of **32%** to a rate of **35%**.

By fall 2017, increase Basic Skills English progression rates for Hispanic students by **two** percentage points over the baseline rate of **37%** to a rate of **39%**.

Basic Skills Math Goals: By fall 2017, increase Basic Skills Math progression rates for African American students by **three** percentage points over the baseline rate of **28%** to a rate of **31%**.

By fall 2017, increase Basic Skills Math progression rates for Hispanic students by **two** percentage points over the baseline rate of **33%** to a rate of **35%**.

Start & End Dates	Activity	Link to Goal	Research References
C.3 Curriculum & Course Development/ Direct Student Support Jan 2016 - Aug 2017	Explore integrating reading apprenticeship techniques into content area courses, including accelerated modalities for developmental courses. Provide books for students in identified Basic Skills courses to examine if success rates increase.	52 percent of African American students and 42 percent of males do not progress from basic skills into college level courses. Students report they drop courses because they cannot afford books in Basic Skills courses.	<i>Data collection thru Fall, 2015 – Student Success Specialists at Modesto Junior College</i> <i>California Acceleration Project – 3CSN</i>

Activity Implementation Plan: The Basic Skills Director will oversee Basic Skills Progression goals, objectives and activities and ensure they are developed to increase progression for all students with an emphasis on African American and Hispanic students. During this academic year professional and curriculum development will assist faculty to prepare for new acceleration English courses in the fall 2016 schedule with six to ten sections.

During fall 2015, Student Success Specialists found that the number one reason students don't complete courses was due to falling behind in course work (exit interviews with students who had dis-enrolled in basic skills courses). The primary reason was that students did not have the class book at the beginning of the semester due to lack of funds. We will make books available in the spring of 2016 through a book loan program to basic skills students enrolled in specific English and math courses with high attrition rates. Success rates will be compared with similar courses taught by the same faculty without the book loan program.

Faculty will also explore integrating reading apprenticeship techniques into content area courses, including accelerated or compressed modalities for developmental courses.

Multiple Measures (MM) policies are being developed in order to provide students better placement in Math and English courses, and will be adopted into college practice during the 2015-2016 year. The Director of Research will evaluate the impact of MM policies and the effect on equity gaps in identified populations. One such measure is the Early Assessment Program (EAP) score used to measure college preparedness for potential CSU freshmen. During the past year, MJC math and English faculty have explored adding EAP scoring as a multiple measure. This collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU) has been established for some time to provide opportunities for students to measure their readiness for college-level English and mathematics during their junior year of high school.

Using this model, MJC faculty would consider students who have scored a “3” on EAP tests as conditionally ready during their junior year, if during their high school senior year they take an Algebra II course or higher and receive a passing grade. By documenting this combination, the student would be able to register for any entry level transferable math course. The same process would apply if a student was deemed conditionally ready (“3”) during his/her junior year in English and the student also took a senior level college prep course at the high school and passed it. The student would then be able to register for English 101 (entry level transferable English course) during the freshman year in college.

ESL Progression goals and activities are developed to increase completion in a degree applicable course after the final Basic Skills course for all students with an emphasis on target populations of Hispanic students in ESL courses. Basic Skills Completion goals, objectives and activities are developed to increase completion for all students with an emphasis on and African American and Hispanic students in Basic Skills courses.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
C.3 Curriculum Development/ Direct Student Support	<p>By fall 2017: 3-5 courses developed for delivery in new modality</p> <p>By fall 2017: 100% of ESL sequences and courses are reviewed and changes outlined</p> <p>By fall 2017: 70% of English and Math Basic Skills sequences and courses are reviewed and changes outlined</p> <p>By fall 2016: students in identified Basic Skills courses have no-cost access to textbooks</p>	<p>By fall 2017: African American Course Progression gap improves by 3 percentage points</p> <p>By fall 2017: Hispanic Course Progression gap improves by 2 percentage points</p>	<p>Success & retention rates in accelerated courses compared to standard courses</p> <p>Enrollment, retention and success from basic skills into transfer level English or math</p> <p>Success & retention rates in courses with no-cost access to books compared to other courses</p>

D. Success Indicator: Degree and Certificate Completion

Indicator: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

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

Note: Equity Gap is the difference between the sub-group outcomes (%) to the group rate (%) for the highest achieving students.

Equity Gap Ranked	Student Group	Equity Gap**	# of students Completed	Number of Students "Lost"
1	*Foster Youth	-38%	7	3
1	**Veterans	-34%	37	96
2	Students w/ Disabilities	-24%	88	21
3	African American	-11%	89	10
4	Hispanic	-9%	990	89

Forty-three percent of cohort students earned a degree or certificate. Foster Youth, Veterans, African Americans, Hispanic, and Students w/Disabilities were disproportionately impacted when compared to the highest achieving group. * Disproportionate impact (DI) for Foster Youth is significant, yet fewer than 100 students are identified in this cohort. A Success Specialist will be assigned to this population, providing outreach and support and identifying issues that contribute to this gap. **DI for Veterans is significant. A Success Specialist will be assigned to this population using resources from SSSP, the MJC Center of Excellence for Veterans grant, DSPS, and Student Equity. DI for Students w/Disabilities is also significant. Resources from SSSP, DSPS, and Student Equity will combine to provide a Success Specialist to this population.

Degree and Certificate Completion Goals, Activities, Funding, and Evaluation

Activity D: Degree and Certificate Completion (Research, Coordination, Curriculum Development, Professional Development, Instructional Support, and Direct Student Support)

Activity D Funding: \$415,250

Activity D is a holistic, comprehensive approach to degree and certificate completion, integrating three sub-parts aimed at addressing gaps identified through the close examination of student data showing disproportionate impact in degree and certificate completion rates. **D.1** includes professional development to design guided pathways for African American and Hispanic, students; **D.2** coordinates college research to understand what barriers disproportionately impacted students encounter; and **D.3** provides research and direct student support to understand why a high number of disproportionately impacted students earn 30+ units but do not complete a degree or certificate. Direct Student Support is included in this sub-part, to provide students with electronic access to personal progress records. Details of the three sub-parts are below:

Goal D. The goal is to improve Degree and Certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Veterans	-34%, 2013-2015	Gap no > -29%	2017
African American	-11%, 2013-2015	Gap no > -08%	2017
Hispanic	-09%, 2013-2015	Gap no > -06%	2017

Veterans show a significant degree and certificate completion gap. A recently awarded U.S. Department of Education Center of Excellence for Veterans grant (#P116G150062) will build capacity to provide direct services to Veteran students. A counselor/coordinator and Student Success Specialist funded through this grant will focus on helping Veteran students improve degree and certificate completion. The student support program for Veterans is based on the Student Equity Plan model to decrease achievement gaps.

Students with disabilities also show a significant degree and certificate completion gap. A Student Success Specialist will be hired for DSPS students. Training, support and services will align with the Student Equity Plan model. Additional research is needed to identify the specific barriers and remedies that will close the gap for this population. Activities for students with disabilities will focus on research during 2015-16. Foster Youth also show a significant degree and certificate completion gap. A Student Success Specialist will be hired for Foster Youth. Training, support and services will align with the Student Equity Plan model. Additional research is needed to identify the specific barriers and remedies that will close the gap for this population.

Activity D.1: Professional Development

Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
Research and Evaluation	X	Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
D.	African American	257	3
D.	Hispanic	990	30
D.	Veterans	281	15
Current "Students Lost" minus Goal x # Courses enrolled = students not "lost"			

Degree & Certificate Completion Goals: By fall 2017, increase degree and certificate completion rates for Veteran students by **five** percentage points over the baseline rate of **13%** to a rate of **18%**.

By fall 2017, increase degree and certificate completion rates for African American students by **three** percentage points over the baseline rate of **36%** to a rate of **39%**;

By fall 2017, increase degree and certificate completion rates for Hispanic students by **three** percentage points over the baseline rate of **38%** to a rate of **41%**.

Start & End Dates	Activity	Link to Goal	Research References
D.1. Professional Development/Coordination January 2016 - August 2017	Professional development re: guided pathways (Center for Inquiry with Dr. Rob Johnstone) to help design guided pathways	Students do not feel a clear guided pathway (as compared to Nursing students who have a clear understanding of program progression.)	Robstone, J. (2015). Guided pathways demystified: Exploring ten commonly asked questions about implementing pathways. <i>National Center for Inquiry and Improvement (NCII)</i> .

Activity Implementation Plan: Dr. Rob Johnstone will facilitate introductory workshops on guided pathways during the month of February 2016, for a small workgroup of faculty and administrators. Follow-up visits will include additional faculty.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
D.1. Prof Dev/Coordination	By fall 2017: Publish at least two approved, guided pathways	By fall 2017: African American Degree/Certificate gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Compare degree completion rates of students using pathways against students not using the guided pathways. Disaggregate data by race & special pops.

Activity D.2: Research and Evaluation, Instructional Support Activities

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
D.	African American	257	3
D.	Hispanic	990	30
D.	Veterans	281	15
Current "Students Lost" minus Goal x # Courses enrolled = students not "lost"			

Degree & Certificate Completion Goals: By fall 2017, increase degree and certificate completion rates for Veteran students by **five** percentage points over the baseline rate of **13%** to a rate of **18%**.

By fall 2017, increase degree and certificate completion rates for African American students by **three** percentage points over the baseline completion rate of **36%** to a rate of **39%**;

By fall 2017, increase degree and certificate completion rates for Hispanic students by **three** percentage points over the baseline rate of **38%** to a rate of **41%**.

Start & End Dates	Activity	Link to Goal	Research References
D.2 Research and Evaluation/ Coordination January 2016 - August 2017	Student focus groups in Spring semester: what barriers DI groups encounter.	Students do not feel a clear guided pathway (as compared to Nursing students who have a clear understanding of program progression.)	<i>Center for Inquiry and Improvement. Dr. John Robstone</i> <i>Achieving The Dream.</i>

Activity Implementation Plan: Focus groups will be facilitated using the Achieving the Dream framework and coaching, under Dr. Kenneth Gonzalez. Focus groups will solicit student feedback on guided pathways and ways students prefer to be communicated with.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
D.2 Research & Evaluation/ Coordination Spring 2016	By Fall 2016: responses gathered from focus groups about needed information for progress toward degree By fall 2017: system established for easy access to personal student progress data By fall 2017: specific barriers, causes, and remedies identified for students	By fall 2017: African American Degree/Certificate Completion gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Student focus group responses # of students using personal progress data (technology) Degree/certificate completion data

Activity D.3: Research and Evaluation

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
D.	Veterans	281	15
D.	African American	257	3
D.	Hispanic	990	30
Current "Students Lost" minus Goal x # Courses enrolled = students not "lost"			

Degree & Certificate Completion Goals: By fall 2017, increase degree and certificate completion rates for Veteran students by **five** percentage points over the baseline rate of **13%** to a rate of **18%**.

By fall 2017, increase degree and certificate completion rates for African American students by **three** percentage points over the baseline completion rate of **36%** to a rate of **39%**;

By fall 2017, increase degree and certificate completion rates for Hispanic students by **three** percentage points over the baseline rate of **38%** to a rate of **41%**.

Start & End Dates	Activity	Link to Goal	Research References
D.3 Research and Evaluation/ Direct Student Support January 2016 - August 2017	Research and communicate the disjuncture of the course completion rate and the award completion rate for African American, Hispanic and Veteran students. Provide technology access for students to track their personal progress toward completion	Students of color are earning 30 to 60 units but not completing a degree. Students do not have direct access to their own academic records or plans.	Bensimon, E., & Malcolm-Piqueux, L. (2015). Design Principles for equity and excellence at Hispanic-serving institutions. <i>Issues in Higher Education Policies and Practice, Spring 2015</i> (No. 4). Center for Community College Student Engagement. (2014). <i>Aspirations to achievement: Men of color and community colleges (A special report from the Center for Community College Student Engagement)</i> . Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership.

Activity Implementation Plan: The USC Center for Urban Education (CUE) worked with MJC in the summer of 2015 to examine data that illustrated the differential success of students in the Basic Skills English pathway. The faculty reflected on how the campus' policies and practices may impact equity for students of color - asking "what works" and "for whom does it work?" In the coming year, CUE will work with the MJC data team and others to design data protocols that

help the college better understand and monitor equity gaps. Using qualitative protocols (observation guide, interview guide, document analysis guide, and short self-assessment surveys) the MJC team will learn how to experience institutional spaces (e.g., tutoring lab, website and assessment center) from the perspective of first-generation students of color.

MJC's goal is to use these protocols to better align activities with the gaps we are seeking to close across all five indicators. CUE will also lead quarterly leadership institutes, providing two day intensive "change labs" to address institutional and practitioner capacity to engage in equity-minded practices. The participants in the change labs will be department chairs, lead faculty, counselors, and other student services staff, in order to give them the tools to lead data examinations, and conduct inquiry trainings for their peers in how they can improve their practices to close equity gaps.

Technology that enables students to track personal progress toward completion will be integrated into the college system. A mobile, interactive portal will allow students to see what has been accomplished, plan for future coursework, and examine other potential scenarios. Student Success Specialists will work with African American and Hispanic students who have 30+ units to help them learn to use this technology to plan and track their personal academic pathways.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
D.3 Research & Evaluation/ Direct Student Support Spring 2016	By Spring 2017: 50 administrators and faculty demonstrate increased knowledge of Completion and Award data By Fall 2017: specific barriers, causes, and remedies identified for students w/disabilities By Fall 2017: students have easy access to personal progress records toward completion	By fall 2017: African American Degree/Certificate Completion gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Student focus group responses # of students using personal progress data (technology) Degree/certificate completion data

E. Success Indicator: Transfer

Indicator: The ratio of the number of students by population group who complete a min of 12 units and have attempted a transfer level course in math or English, to the number of students in that group who actually transfer after one or more (up to 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%
Students w/ Disabilities	113	21	19%	-19%
Low Income (PELL)	1,868	504	27%	-11%
Veterans	281	37	13%	-34%
Foster Youth	n/a			

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

Equity Gap is the difference between the sub-group outcomes (%) to the group rate (%) for the highest achieving students.

Disproportionate impact for American Indian/Alaskan Native and Pacific Islander students was significant; however, the number of students was small. Activities will include this population, although not named as targets. The gap for Hispanic students is not as large as other populations; however, the number of students affected is significant. Hispanic students will be included as a target student group.

Equity Gap Ranked	Student Group	Equity Gap**	# of students who transferred	Number of Students "Lost"
1	Hispanic	-11%	320	35
2	African American	-11%	27	3
3	Low Income	-11%	504	55
4	Veterans	-34%	37	12
5	Students w/disabilities	-19%	21	4

Multiple achievement gaps exist in the transfer indicator. In addition, the overall transfer rate is only 30%, a rate that is unacceptable to the college. Hispanic, African-American, Low Income, Veterans, and Students with Disabilities transferred at disproportionately lower rates than the reference group students (Asian). While the cohort size of American Indian/Alaskan Native and Pacific Islander students is less than 100, other indicators point to disproportionate impact in transfer levels for these students as well. Cohort data for Foster Youth is not available for transfer velocity, however we are assuming there is a gap in this indicator as in all other equity indicators. The college will begin tracking this population to determine actual gaps.

Transfer Goals, Activities, Funding, and Evaluation

Activity E: Transfer (Outreach, Research, Coordination, Curriculum Development, Professional Development, and Direct Student Support)

Activity E Funding: \$407,840

Activity E is a holistic, comprehensive approach to transfer velocity, integrating three sub-parts aimed at addressing gaps identified through the examination of student data showing disproportionate impact in transfer rates. **E.1** includes outreach and direct student support by providing a month of focus on transfer activities; **E.2** coordinates the development of three new GE pathways for students; and **E.3** provides research and professional development through facilitated “change labs” to understand and address student transfer inequities. Details of the three sub-parts are below:

Goal E. The goal is to improve the transfer rate for the following target populations identified in the college research as experiencing disproportionate impact.

Target Population(s)	Current gap, year	Goal*	Goal Year
Hispanic	-11%, 2013-2015	Gap no > -8.5%	2017
African American	-11%, 2013-2015	Gap no > - 8%	2017
Low Income	-11%, 2013-2015	Gap no > -9%	2017
Veterans	-34%, 2013-2015	Gap no > -31%	2017

The disproportionate impact for Hispanic students is 11%, a smaller gap than the gap shown for American Indian/Alaskan Native or Pacific Islander. Because of the high number of Hispanic students, they are an important target group for the plan. Low Income and Students w/Disabilities also show a large gap in transfer. To understand the specific and unique needs of students with disabilities, additional research will be undertaken this year to identify barriers to transfer for this population.

Activity E. 1: Outreach, Direct Student Support

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
E	Hispanic	320	27
E	African American	27	3
E	Low Income	504	37
E	Veterans	281	8
Current "Students Lost" minus Goal x # Students enrolled = students not "Lost"			

Transfer Goals: By fall 2017, increase transfer rates for **Hispanic** students by **2.5** percentage points over the baseline rate of **27%** to a rate of **29.5%**.

By fall 2017, increase transfer rates for **African American** students by **three** percentage points over the baseline transfer rate of **27%** to a rate of **30%**.

By fall 2017, increase transfer rates for **Low Income** students by **two** percentage points over the baseline rate of **27%** to a rate of **29%**.

By fall 2017, increase transfer rates for **Veteran** students by **three** percentage points over the baseline rate of **13%** to a rate of **16%**.

Start & End Dates	Activity	Link to Goal	Research References
E.1 Outreach/ Coordination/ Direct Student Support March 2016 - August 2017	Increase student awareness and skills regarding transfer opportunities and requirements through a month of focused transfer activities	Less than a third of African American, Hispanic, Low Income, and Students with Disabilities transfer to a 4-year college. They need increased knowledge and specific tools and strategies to help them transfer.	Bensimon, E., & Malcolm-Piqueux, L. (2015). Design principles for equity and excellence at Hispanic-serving institutions. <i>Issues in Higher Education Policies and Practice</i> , Spring 2015 (No. 4).

Activity Implementation Plan: The equity gap in transfer for African-American, Hispanic, Low Income, and Students with Disabilities at MJC is significant. Providing education, support and skills in how to apply to 4-year colleges, how to plan for the cost of living in a university setting, available scholarships and how to prepare applications, what parents can expect, and success strategies to complete baccalaureate degrees will give students confidence and ability as they transition to upper division education. Faculty, counselors and student success specialists will develop and host workshops during Transfer month on a variety of topics as listed above. University representatives will be invited to campus to share information about their programs.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
E.1 Outreach/Coordination/Direct Student Support	<p>By fall 2017: 60% students who participate in transfer month activities demonstrate increased awareness of transfer opportunities</p> <p>By fall 2017: 50% of the cohort implement new strategies in classes</p>	<p>By fall 2017: Hispanic transfer gap improves by 2.5 percentage points</p> <p>By fall 2017: African American transfer gap improves by 3 percentage points</p> <p>By fall 2017: Low Income transfer gap improves by 2 percentage points</p> <p>By fall 2017: Students w/Disabilities transfer gap improves by 3% points</p>	<p>Activity attendance records</p> <p>Pre-and Post-tests</p> <p>Students w/30+ units (to provide additional coaching and refer to counselors to meet and evaluate progress.</p> <p>Data to be collected through transfer center.</p>

Activity E. 2: Curriculum/Course Development

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
E	Hispanic	320	27
E	African American	27	3
E	Low Income	504	37
E	Veterans	281	8
Current "Students Lost" minus Goal x # Students enrolled = students not "Lost"			

Transfer Goals: By fall 2017, increase transfer rates for Hispanic students by **2.5** percentage points over the baseline rate of **27%** to a rate of **29.5%**.

By fall 2017, increase transfer rates for African American students by **three** percentage points over the baseline transfer rate of **27%** to a rate of **30%**.

By fall 2017, increase transfer rates for Low Income students by **two** percentage points over the baseline rate of **27%** to a rate of **29%**.

By fall 2017, increase transfer rates for **Veteran** students by **three** percentage points over the baseline rate of **13%** to a rate of **16%**.

Start & End Dates	Activity	Link to Goal	Research References
E.2 Curriculum/ Course Development; January 2016 - August 2017	Develop 3 new GE pathways	Less than a third of African American, Hispanic, Low Income, and Students with Disabilities transfer to a 4-year college. Clear instructional pathways will focus them on transfer.	<i>NEH Grant- In Search of Common Ground</i> <i>Center of Inquiry and Improvement – Dr. Rob Johnstone</i>

Activity Implementation Plan: GE Pathways will be developed by CSU and MJC faculty, including courses that apply to a minor at CSU Stanislaus and co-curricular activities. Pathways will be published and supported by counselors, coaches, and faculty.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
E.2 Curriculum/ Course Development	By fall 2017: 80% of students with 30+ units demonstrate knowledge of pathways	By fall 2017: Hispanic transfer gap improves by 2.5 percentage points By fall 2017: African American transfer gap improves by 3 percentage points By fall 2017: Low Income transfer gap improves by 2 percentage points By fall 2017: Students w/Disabilities transfer gap improves by 3 percentage points	Chancellor's Office approval of pathways Activity attendance records Students w/30+ units (to provide in-reach by Counselors) Transfer data

Activity E. 3: Research and Evaluation

	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	Direct Student Support
X	Research and Evaluation		Professional Development	

- Target Student Group(s) & # of Each Affected*:

ID	Target Group	# of Students Affected	# Students not "Lost"
E	Hispanic	320	27
E	African American	27	3
E	Low Income	504	37
Current "Students Lost" minus Goal x # Students enrolled = students not "Lost"			

Transfer Goals: By fall 2017, increase transfer rates for Hispanic students by 2.5 percentage points over the baseline rate of 27% to a rate of 29.5% . By fall 2017, increase transfer rates for African American students by three percentage points over the baseline transfer rate of 27% to a rate of 30% . By fall 2017, increase transfer rates for Low Income students by two percentage points over the baseline rate of 27% to a rate of 29% .			
Start & End Dates	Activity	Link to Goal	Research References
E.3 Research and Evaluation/ Professional Development/ Coordination Jan 2016 - Aug 2017	Identify and track students by gender and ethnicity with 30+ units to determine exit points and bottlenecks that prevent transfer Conduct two-day “Change Labs” to understand and address inequities	Specific data are needed to identify barriers that prevent targeted students from transferring	<i>Center for Urban Education</i> Bensimon, E., & Malcolm-Piqueux, L. (2015). Design principles for equity

Activity Implementation Plan: The Research Office will create cohorts of African American students, Hispanic students, and Low Income Students as well as comparison groups (other students w/30+ units) to track exit points and transfer velocity over subsequent semesters.

The Center for Urban Education will conduct quarterly leadership institutes, providing two-day intensive “change labs” to address institutional and practitioner capacity to engage in equity-minded practices. The participants in the change labs will be deans, lead faculty, counselors, and other student services staff, in order to give them tools to lead data examinations and conduct inquiry trainings for their peers in how they can improve their practices to close equity gaps.

CUE’s change model is based on the following principles: in order to assist practitioners to understand the formation of inequities from the perspective of their own practices (beliefs and assumptions as well) practitioners need to engage in participatory action research activities that enable them to see “what they do/don’t do” and “how what they do/don’t do” impacts the success of first-generation students of color (and others as well). CUE uses the methods of participatory action research because they have been found to be the most effective approach to practitioner self-change.

Evaluation and Timeline			
Activity	Process Measures	Outcome Measures	Data to be Collected
E.3 Research and Evaluation/ Prof Devel/ Coordination	<p>By fall 2016: transfer-eligible cohorts are identified</p> <p>By fall 2016: 70% of “Change Lab” participants demonstrate understanding and skill in issues affecting equity</p> <p>By fall 2017: patterns of attrition for transfer-eligible students are identified</p>	<p>By fall 2017: Hispanic transfer gap improves by 2.5 percentage points</p> <p>By fall 2017: African American transfer gap improves by 3 percentage points</p> <p>By fall 2017: Low Income transfer gap improves by 2 percentage points</p> <p>By fall 2017: Students w/Disabilities transfer gap improves by 3 percentage points</p>	<p>Pre-Post Surveys</p> <p>Students w/30+ units, disaggregated by ethnicity and gender</p> <p>Courses with high drop or failure rates for identified students</p> <p>Transfer data</p>

F. Other College- or District-wide Initiatives Affecting Several Indicators

Indicator: List the indicators and/or goals that will be affected, the college or district – wide initiatives.

The MJC Student Success and Equity Committee coordinates and evaluates strategic plan alignment at the college, making recommendations to the MJC College Council. The shared governance group meets twice monthly to review activities and initiatives that may disproportionately impact students and to discuss how these multiple plans are aligned. An evaluation cycle is being developed to regularly assess and refine the activities of this plan.

Activity F.1 ACTIVITIES AFFECTING SEVERAL GOALS – SSSP

The Student Services and Support Program (SSSP) plan was written to be fully integrated with the Student Equity Plan. Personnel, including the Dean of Equity and Student Learning, the Director of Research, Research Analyst, Student Success Specialists, and several administrative support positions were developed to support both initiatives. Outreach efforts from SSSP will be closely coordinated with the Student Equity activity of increasing the enrollment of African American and Hispanic students.

Indicator/Goals to be affected by the activity

X	Access		Degree and Certificate Completion
	Course Completion		Transfer
	ESL and Basic Skills Course Completion		

• Activity Type(s)

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• Target Student Group(s) & # of Each Affected:

ID	Target Group	# of Students Affected
F.1	Hispanic	10,620
F.1	African American	852

• Funds To be Expended on Access

Student Equity Funds	Other Funds :(3SP)
\$324,500	\$315,061

Activity Plan Alignment: As part of increasing access for disproportionately impacted populations, the MJC SSSP Plan will provide direct services to students in five key areas: Orientation, Assessment, Education Planning/Counseling, and Follow-up services. Student Success Specialists, counselors and others who deliver core services to students will base interactions on six guiding principles from the RP Group, documented in “Student Support (Re)defined”. Activities include:

- Outreach services to 47 area high schools
- Enrollment and assessment services at high schools and the college campus
- Student “Pirate” Days, to enroll, assess, and register students
- Abbreviated and comprehensive education plans
- Drop-in Centers on both MJC campuses for students to receive all core services
- Extended evening hours for students to meet with counselors, specialists, and to receive services
- Individual college readiness and career assessments
- Intrusive coaching to help students connect with support services

Evaluation and Timeline			
Activity	Description	Outcome Measures	Data to be Collected
F.1 Outreach/ Student Services	By Summer 2016: Outreach activities provided to students at 47 local area high school, community centers, churches, and/or community events where potential Hispanic and African American students can be contacted. By fall 2016: 60% Hispanic students who begin application process complete enrollment	By fall 2017: Hispanic Access gap improves by 2.4 percentage points By fall 2017: African American Access gap improves by 1.5 percentage points	Outreach activity attendance records New student enrollment records Completion of core services -assessment and orientation records

Activity F.2 ACTIVITIES AFFECTING SEVERAL GOALS – Basic Skills Initiative

The MJC Basic Skills Initiative is integrated with the Student Equity Plan through the consolidation of the Basic Skills committee and the College Student Success and Equity Committee (SSEC). The Director of Basic Skills reports directly to the Dean of Equity and Student Learning, coordinating activities and services with the activities of this plan to ensure achievement gaps for students are closed.

- **Indicator/Goals to be affected by the activity**

	Access		Degree and Certificate Completion
	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	x	Professional Development	

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.2	African American	436
F.2	Males	1,113

- **Funds To be Expended on ESL/Basic Skills**

Student Equity Funds	Other Funds: (Basic Skills Initiative)
\$368,792	20,000

Activity Plan Alignment: The Basic Skills Plan will provide direct services to students in ESL and Basic Skills courses. Professionally development in the Student Equity plan focuses on acceleration, first time in college, reading apprenticeship, and growth mindset. To that end, Basic Skills efforts include funding faculty to attend the First Year Experience Conference in order to build curriculum for a First Time in College Course (FTIC) that will be available in fall 2016. Additionally, English faculty has developed an acceleration course for two levels below transfer. Attendees to these trainings will disseminate what they learned at the Second Great Teachers Retreat that the college will host scheduled for August 2016. Activities include:

- Outreach
- Instructional support
- Direct student support (Student Success Specialist)
- Counseling
- Professional Development
- Curriculum Development

Evaluation and Timeline			
Activity	Description	Outcome Measures	Data to be Collected
F.2 Professional Development/ Curriculum/Course Development or Adaptation Professional Development	Fall 2015: professional development for faculty on acceleration, Growth Mindset, & Reading Apprenticeship.	By Spring 2016: At least 10 trained faculty will apply new knowledge in pedagogical practice.	Faculty will be surveyed on effectiveness of new practice.
	Fall 2015: Acceleration Course gets approved through curriculum and awaits approval from State Chancellor's office.	By Summer 2016: English faculty members receive training and prepare to teach at least 12 sections for fall 2016.	Success rates, Number of students enrolling in the transfer level English the following semester.

Activity F.3 ACTIVITIES AFFECTING SEVERAL GOALS –

U.S. Department of Education, Center of Excellence for Veteran Student Success (grant #P116G150062)

The focus of the MJC Veteran's Center of Excellence project is to serve Veteran students and build capacity for sustainable services to help Veterans complete degrees and transfer to four-year universities. A comprehensive training program for college staff and faculty will be implemented to improve services related to veteran academic issues; a Veteran Student Success Team will be established on the two campuses of the college to increase coordinated service, "Green Zones" for veterans will be labeled and housed in faculty offices, community veteran agencies will provide services on campus, enhanced assessment and academic planning support will be developed, and a new skills-based work study program for Veteran students will be implemented. Program staff will work closely with Student Equity staff to align and leverage services and research for this population.

- Indicator/Goals to be affected by the activity**

X	Access	X	Degree and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- Activity Type(s)**

X	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.4	Veterans	281

- Funds To be Expended on Access, Course Completion, ESL/Basic Skills Completion, Degree & Certificate Completion, Transfer**

Student Equity Funds	Other Funds: Veterans' Grant
\$1,956,682	\$153,500

Activity Plan Alignment: The Center of Excellence for Veteran Student Success will provide direct services to veterans in each of the five equity indicators. Activities include:

- Coordinator and Veteran Student Success Specialist to provide direct services
- Faculty and staff training to better address the unique needs of Veterans
- Development of campus "green zones" in faculty offices for Veterans to take a time out when necessary
- Coordination of VA Benefits to ensure Veteran students complete courses and programs

- Workshops and discussions to increase academic confidence and self-advocacy
- Mentors for Veteran students
- Partnerships with community Veteran service agencies for alignment of services
- College readiness and career assessment
- Support services (tutoring, advising, peer-support groups)

Evaluation and Timeline		
Activity	Outcome Measures	Data to be Collected
F.3 Outreach/ Direct Student Support/ Professional Development	By fall 2017: Veteran retention rates increase by 4% over baseline of 85% By fall 2017: veteran student enrollment increases by 15% (from 281 to 323 students)	Outreach activity attendance records Veteran student enrollment records Course and degree completion records

Activity F.4 ACTIVITIES AFFECTING SEVERAL GOALS –

U.S. Department of Education, Title V Grant (#P031S150102)

The focus of the Title V Grant, “*Removing Barriers for Underrepresented Students*”, is to increase the number and proportion of underrepresented students who are academically prepared for, enroll in, and complete college on-time. The project is composed of three components: 1) Removing Academic Barriers through examining and revising institutional policies and procedures, course sequencing, and supplementary learning modules; 2) Removing Procedural Barriers by coordinating support services and staff training to simplify transactional tasks for students; and 3) Removing Physical Barriers by establishing one-stop Student Support Centers with online, telephone, and face-to-face student support. The grant was designed to support the Student Equity Plan. Project staff will work closely with Student Equity staff to align and leverage services and research for underrepresented students.

- **Indicator/Goals to be affected by the activity**

	Access	X	Degree and Certificate Completion
X	Course Completion	X	Transfer
X	ESL and Basic Skills Course Completion		

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group	# of Students Affected
F.4	Hispanic	10,620
F.4	African American	852

- **Funds To be Expended on Course Completion, ESL/Basic Skills Completion, Degree & Certificate Completion, Transfer**

Student Equity Funds	Other Funds: Title V Grant
\$1,632,182	\$524,835

Activity Plan Alignment: The Title V *“Removing Barriers for Underrepresented Students”* grant will provide direct services to disproportionately impacted students in four of the student equity indicators (Course Completion, ESL/Basic Skills Completion, Degree and Certificate Completion, and Transfer). This project will be implemented in close alignment with Student Equity Plan activities, including:

- Coordinator and improve assessment, placement, course sequencing, and innovative course delivery
- Develop a structure to deliver supplemental learning support
- Review and refine institutional policies that disproportionately impact students
- Develop an institutional staff training program for front line staff to better serve students
- Renovate and co-locate student service offices into centralized Service Centers on both campuses
- Provide professional development to faculty and staff in issues affecting student equity
- Provide direct support services to disproportionately impacted students (Student Success Specialists)

Evaluation and Timeline		
Activity	Outcome Measures	Data to be Collected
F.4 Direct Student Support/ Professional Development/ Curriculum/Course Development/ Research and Evaluation/ Instructional Support Activities	By fall 2017, Basic Skills success transition rates will increase to 45% from a baseline of 40%. By fall 2017, course completion rates will increase to 66% from a baseline of 62%	Student enrollment records Basic Skills to college-level course records Course and degree completion records

Summary Budget

Budget Code	Position	Total FTE	Base Salary	Amount
Salaries are estimated for nine months for the 2015-2016 year				
1000	Dean, Equity & Student Learning	1.0	\$112,417	\$84,313
	Instructional Designer	1.0	\$76,000	\$57,000
	Faculty Communities of Practice (Men of Color, FTIC Learning Community, other Faculty Learning Communities)	.5		\$95,000
	Director, Basic Skills (50%)		\$ 86,058	\$32,272
2000	Student Services Office Specialist (SSSP & Equity)	0.5	\$59,510	\$22,316
	Administrative Secretary (Equity & Student Learning)	1	\$ 56,612	\$42,459
	Information Systems Specialist (Technology support)	0.5	\$ 55,415	\$20,781
	Director of Research	0.4	\$ 86,058	\$25,817
	Research Analyst	0.6	\$58,162	\$26,173
	Student Success Specialists - 11 Specialists: 40% on Equity = 4.6 FTE (60% on SSSP)	4.4	\$ 51,384	\$169,567
	Student Success Specialist (1.5 Specialists)	1.5	\$51,384	\$57,807
Subtotal - Personnel		11.5		\$633,505
3000	Benefits for Student Equity Personnel			\$230,352
4000	Book Loan for students courses exhibiting disproportionate impact			\$100,000
	FTIC materials			\$100,000
	Marketing/Workshop materials			\$75,000
	Equity Office Supplies			\$6,000
	Food and Beverages			\$12,825
Subtotal – Supplies/Materials				\$293,825
5000	Consultant, Retention & Student Support Training			\$150,000
	Professional development - curriculum development, student equity			\$100,000
	Elumen - (Assessment SLO disaggregation by student population)			\$32,000
	Technology for student access to progress towards completion & support services			\$50,000
	Travel			\$150,000
	Faculty Retreat			\$130,000
	Data Coach - Center for Urban Education			\$100,000
	Classified Staff Retreat			\$12,000
	Achieving the Dream fees			\$75,000
Subtotal – Other Operating Expenses				799,000
TOTAL				\$1,956,682

Summary Evaluation

Modesto Junior College recently hired a researcher that will assist in updating the Educational Master Plan and the college Institutional Effectiveness report. The evaluation elements recorded in the table below will be integrated into other institutional strategic plans. The Director of Research will be responsible for all data collection which will be reviewed by SSEC monthly, shared with campus stakeholders, and used to refine activities.

ACCESS Evaluation and Timeline				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
A.1 Outreach/ Prof Development January 2016-August 2017	Provide training for staff and outreach activities in local area high schools, community centers, churches, & community events including enrollment assistance, assessment, and orientation services	By fall 2017: Outreach activities to students at 47 local area high school campuses, community centers, churches and community events. By fall 2017: 60% Hispanic students who begin application process complete enrollment	By fall 2017: Hispanic Access gap improves by 2.6 percentage points By fall 2017: African American Access gap improves by 1.5 percentage points	Outreach activity attendance records New student enrollment records Completion of assessment and orientation records
A.2 Research and Evaluation January 2016-August 2017	Track students who receive outreach activities to identify the percentage who complete enrollment	By fall 2017: Students who participate in outreach activities identified and tracked By fall 2017: 3-5 student focus groups identify barriers and exit points in enrollment process	By fall 2017: Hispanic Access gap improves by 2.6 percentage points By fall 2017: African American Access gap improves by 1.5 percentage points	Outreach activity attendance records New student enrollment records Focus group responses
Course Completion Evaluation and Timeline				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
B.1. Professional Development/Research & Evaluation January 2016 - August 2017	Identify courses most likely 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	By fall 2017: 70% of trained faculty demonstrate increased knowledge of retention/success strategies By fall 2017: 50% of the cohort implement new strategies in classes	By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Student focus groups of trained faculty each semester Enrollments each semester by course, gender & ethnicity Success & Retention Rates

Course Completion Evaluation and Timeline (Cont.)				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
B.2. Direct Student Support January 2016-August 2017	Develop support activities for men of color that operates out of the Student Success Centers	By fall 2016: 40% of first-time-in-college African American males participate in one or more Men of Color workshops By spring 2016: 15% of first-time-in-college Hispanic males participate in one or more Men of Color workshops	By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Student focus groups each semester Enrollments each semester Success & Retention rates each semester
B.3 Prof Dev/Curriculum / Course Development January 2016 - August 2017	Train the FTIC Committee faculty and to develop and implement new multi-disciplinary FTIC course	By fall 2017: 70% of trained faculty demonstrate increased knowledge of retention/success strategies By fall 2017: 50% of the cohort implement new strategies in classes	By fall 2017, 60% of FTIC African American and 20% of FTIC Hispanic students complete FTIC course By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Pre-post faculty surveys Enrollments each semester Success & Retention Rates each semester; (FTIC, math, English)
B.4 Research and Evaluation Aug 2016 - Aug 2017	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	By spring 2017, FTIC cohort and comparison cohorts are identified	By fall 2017: African American Course Completion gap improves by 3 percentage points By fall 2017: Hispanic Course Completion gap improves by 1.5 percentage points	Student cohort retention and success data by demographic Courses with high attrition for students of color Focus group responses

ESL/Basic Skills Progression Evaluation and Timeline				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
C.1 Research and Evaluation/ Curriculum & Course Development Jan 2016 - Aug 2017	Examine and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses Student Focus Groups	By fall 2017: sequencing policies are in semi-final draft form	By fall 2017: African American ESL/Basic Skills progression gap improves by 3 percentage points By fall 2017: Hispanic ESL/Basic Skills Progression gap improves by two percentage points	Success rates in ESL/Basic Skills courses Enrollment in transfer level English or math, after competing Basic Skills course Courses with high attrition for students of color Focus group: barriers to progression
C.2 Professional Development / Curriculum & Course Development Jan 2016 - Aug 2017	Facilitate planning and development for English and math faculty to prepare for students entering MJC with a Common Core background; Explore “ME First”	By fall 2017: 50% of Basic Skills English and math courses are reviewed for success for students from Common Core background	By fall 2017: African American Course Progression gap improves by 3 percentage points By fall 2017: Hispanic Course Progression gap improves by 2 percentage points	Course alignment agreements Discussion attendance records/notes
C.3 Curriculum & Course Development / Direct Student Support Jan 2016 - Aug 2017	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	By fall 2017: 3-5 courses developed for delivery in new modality By fall 2017: 100% of ESL sequences and courses reviewed, changes outlined By fall 2017: 70% of English and math Basic Skills sequences/courses reviewed & outlined By fall 2016: students in identified Basic Skills courses have no-cost access to textbooks	By fall 2017: African American course progression gap improves by 3 percentage points By fall 2017: Hispanic course progression gap improves by 2 percentage points	Success & retention rates in accelerated courses compared to standard courses Enrollment, retention and success from basic skills into transfer level English or math Success & retention rates in courses with no-cost access to books compared to other courses

Degree and Certificate Completion Evaluation and Timeline				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
D.1. Professional Development January 2016 - August 2017	Professional development re: guided pathways (Center for Inquiry with Dr. Rob Johnstone) to help design guided pathways	By fall 2017: Publish at least two approved, guided pathways By fall 2017: system established for easy access to personal student progress data By fall 2017: barriers, causes, and remedies identified for students	By fall 2017: African American Degree/Certificate Completion gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Compare degree completion rates of students using pathways against students not using the guided pathways. Disaggregate data by race & special pops. Student focus group responses # of students using personal progress data (technology) Degree/Certificate Completion data
D.2 Research and Evaluation/ Instructional Support January 2016 - August 2017	Student focus groups in Spring semester: what barriers DI groups encounter.	By fall 2016: focus groups about needed info for progress toward degree By fall 2017: system established for easy access to personal student progress data By fall 2017: barriers, causes, and remedies identified for students	By fall 2017: African American Degree/Certificate Completion gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Student focus group responses # of students using personal progress data (technology) Degree/Certificate Completion data
D.3 Research and Evaluation/ Instructional Support January 2016 - August 2017	Research and communicate the disjuncture of the course completion rate and the award completion rate for African American students and Hispanic students	By spring 2017: 50 administrators and faculty demonstrate increased knowledge of Completion and Award data By fall 2017: barriers, causes, and remedies identified for students w/disabilities By fall 2017: students have easy access to personal progress records toward completion.	By fall 2017: African American Degree/Certificate Completion gap improves by 3 percentage points By fall 2017: Hispanic Degree/Certificate Completion gap improves by 3 percentage points	Student focus group responses # of students using personal progress data (technology) Degree/Certificate Completion data

Transfer Evaluation and Timeline				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
E.1 Outreach; Direct Student Support March 2016 - August 2017	Increase student awareness and skills regarding transfer opportunities and requirements through a month of focused transfer activities	By fall 2017: 60% students who participate in transfer month activities demonstrate increased awareness of transfer opportunities By fall 2017: 50% of the cohort implement new strategies in classes	By fall 2017: Hispanic transfer gap improves by 2.5 percentage points By fall 2017: African American transfer gap improves by 3 percentage points By fall 2017: Low Income transfer gap improves by 2 percentage points By fall 2017: Students w/Disabilities transfer gap improves by 3 percentage points	Activity attendance records Pre- and Post-tests Students w/30+ units (to provide additional in-reach by counselor. Data to be collected through transfer center.
E.2 Curriculum/ Course Development; January 2016 - August 2017	Develop 3 new GE pathways	By fall 2017: 80% of students with 30+ units demonstrate knowledge of pathways	By fall 2017: Hispanic transfer gap improves by 2.5 percentage points By fall 2017: African American transfer gap improves by 3 percentage points By fall 2017: Low Income transfer gap improves by 2 percentage points By fall 2017: Students w/Disabilities transfer gap improves by 3 %	Chancellor's Office approval of pathways Activity attendance records Students w/30+ units (to provide additional in-reach by Counselors) Transfer data

Transfer Evaluation and Timeline (CONT.)				
Category	Activity	Process Measures	Outcome Measures	Data to be Collected
E.3 Research and Evaluation January 2016 - August 2017	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	By fall 2016: transfer-eligible cohorts are identified By fall 2016: 70% of "Change Lab" participants demonstrate understanding and skill in issues affecting equity By fall 2017: patterns of attrition for transfer-eligible students are identified	By fall 2017: Hispanic transfer gap improves by 2.5 percentage points By fall 2017: African American transfer gap improves by 3 percentage points By fall 2017: Low Income transfer gap improves by 2 percentage points By fall 2017: Students w/Disabilities transfer gap improves by 3 percentage points	Pre-Post Surveys Students w/30+ units, disaggregated by ethnicity and gender Courses with high drop or failure rates for identified students Transfer data

Appendix

Attachment A

Student Success and Equity Committee (SSEC) Membership 2015-16 Committee of the College Council

MEMBERSHIP. The Student Success and Equity Committee is made of the following voting members (all faculty members are appointed by the MJC Academic Senate):

• Co-Chair (Faculty Member)	Curtis Martin
• Co-Chair (Administration – Vice President of Instruction)	Brenda Thames
• Counseling Faculty Member (General Counseling)	Pamela Crittenden
• Counseling Faculty Member (Special Programs)	Elizabeth Hondoy
• Basic Skills Faculty Member (English/Reading/ESL)	Daniel Schmidt
• Basic Skills Faculty Member (English/Reading/ESL)	Pamela Kopitzke
• Basic Skills Faculty Member (Math)	Ashley Yu
• Instructional Faculty Member (Career Technical Education)	Deborah Laffranchini
• Instructional Faculty Member (General Education/Transfer)	Al Smith
• Vice President of Student Services	James Todd
• Dean, Literature and Language Arts	Jillian Daly
• Dean, Science, Math and Engineering	<i>Vacant</i>
• Dean, Career Technical Education	Marla Uliana
• Dean, Student Equity	Flerida Arias
• Classified Staff	Sofie Pettygrove
• Classified Staff	Viengkham Champa
• ASMJC Representative	Stephanie Pierce

The following are non-voting members:

• Director of College Research	Scott Kerlin
• Manager, Learning Center	Shirley Miranda
• FTIC (First Time in College) Coordinator	Elizabeth David
• Any faculty, staff, administrator, or ASMJC representative beyond the above that is appointed and continually serves on the committee:	
Faculty, Counseling (Special Programs)	Barbara St. Urbain
Management, Health Services	Cecilia Vera
Management, Director, Grants & Resource Development	Jenni Abbott
Faculty, Student Advisor, Adjunct – ASMJC	<i>Vacant</i>
Management, Interim-Dean of Counseling & Student Services	Martha Robles
Management, Student Services	Michelle Vidaurri
Classified, Enrollment Services	Molly Boyatt
Management, CS Fiscal	Sarah Schrader
Faculty, History, Adjunct	Talitha Agan

The SSEC encourages the broad participation of all college constituencies beyond the above membership, and the meetings are open.