Student Equity and Achievement

Executive Summary

Introduction

The Modesto Junior College (MJC) mission statements reads:

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.

Expanding on the promise to our educational stakeholders, including students, staff, faculty, administration, and the community, the Student Success and Equity Committee's (SSEC) mission asserts the College's dedication to "Identify, address, and reduce disparities in students' access and achievement, opening pathways to more equal opportunities for student success."

The 2019 – 2022 Student Equity and Achievement (SEA) plan will expand on the College's commitment to educating its racially and socio-economically diverse student population. MJC currently serves about 24,000 students annually, the majority of whom are from racially minoritized populations, with the following breakdown: 53.5% Hispanic, 35.1% White, 4.9% Asian, 3.4% African-American/Black, 1.4% Filipino, 0.5% Native American, 1.1% Pacific Islander, 0.2% Multi-racial/Other (MJC Office of Institutional Effectiveness: https://www.mjc.edu/general/research/demographics/index.php

MJC is a designated Hispanic Serving Institution, reflecting the great responsibility that the college has to the educational attainment and economic well-being of the surrounding community. The College is already fully engaged in exploring new wrap-around student support services and innovative pedagogical techniques to improve equity and overall student success.

The MJC SEA plan is designed to locate and address disproportionate impact and identify the appropriate goals, objectives, and activities needed to counter inequities.

The MJC SSEC has grown to include more faculty and student support/staff representation per the requirements of the Chancellor's Office, and to ensure inclusiveness and representation from Student Equity stakeholders. The committee consists of deans from Library, Learning Resources and

Language Arts, and Student Support Services, several faculty members, the Office of Institutional Research, several counselors, several student representatives, as well as several program directors and managers.

Target Groups & Goals

The Office of Institutional Research assessed student equity as required by student success legislation SB 1456 and Title 5 regulations. The College utilized findings from the Chancellor's Office analysis on disproportionate impact, and identified several, target student groups who achieve success at significantly lower rates than those who are in the highest performing groups. Utilizing the Chancellor's Office-approved methodology for the SEA metrics via Data on Demand, the Office of Institutional Research identified equity gaps in more than one measure among students who identify as African American/Black, Latino, foster youth, and students with disabilities, and veterans. In addition, the College has identified resources and strategies to address and monitor equity issues within the target population groups (identified in the table below); each population group targeted for intervention in those categories, with their assigned three-year goals are as follows:

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Access: Successful Enrollment	African American *female* – 592 African American *male* – 531 Foster Youth *female* – 262 Foster Youth *male* – 175 Veteran *female* – 41	AA *female* – 622 (5.07%) AA *male* – 540 (1.69%) Foster Youth *female* – 268 (2.68%) Foster Youth *male* – 180 (2.86%) Veteran *female* – 45 (9.76%)
Retention: Fall to Spring	African American *male* – 180 Hispanic *male* – n/a	AA *male* – 201 (11.67%) Hispanic *male* – 13,918 (% of all students w/5% increase)
Transfer to a four-year institution	Disabled *female* - 39 Disabled *male* – 27 African American *female* – 13 African American *male* – 17 Foster Youth *male* - 2 Hispanic *male* (n/a)	Disabled *female* – 43 (10.26%) Disabled *male* – 30 (11.11%) AA *female* – 21 (61.24%) AA *male* – 18 (5.88%) Foster Youth *male* – 3 (50%) Hispanic *male* – 220 (% of all students w/5% increase)
Completion of transfer level math and English	n/a	n/a
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree	Hispanic male -255 Asian male-25 African American male-17 Foster Youth female-3 Foster Youth male – 4 LGBT male-10 LGBT female - 15 Hispanic male – 271 (6.27%) Asian male -28 (12%)	Hispanic male -255 Asian male-25 African American male-17 Foster Youth female-3 Foster Youth male – 4 LGBT male-10 LGBT female - 15 Hispanic male – 271 (6.27%) Asian male -28 (12%) AA male – 24 (41.18%) FY female – 5 (66.67%)

	AA male – 24 (41.18%) FY female – 5 (66.67%) FY male – (25%) LGBT male – 11 (10%) LGBT female – 17	FY male – (25%) LGBT male – 11 (10%) LGBT female – 17

Although, the College will address disproportionate impact for other Student Equity groups (LGBT, racially and ethnically minoritized groups, and low-income students), our primary goals will be to address disproportionate impact for the students identified as target groups.

Student Equity and Achievement Goals 2019 – 2022

Success Metric: Access: Successful Enrollment

I. Culturally-Themed and Specialized Programs Efforts

The Collaborative program provides activities and resources to enhance the academic and personal success of students at Modesto Junior College, with primary focus on our students of color. The program was previously called the Male Collaborative, but has expanded to services to our female student population to ensure inclusivity; however, emphasis is placed on African American and Hispanic males. The program's goal is to encourage and promote academic success as it relates to setting realistic academic and personal goals and effectively utilizing academic resources and support services to achieve desired results. The Collaborative promotes personal growth and development through self-analysis and intervention. While at the same time, collaborating with local community-based organizations willing to serve as a resource for mentoring, enhancing professional skills, and/or broad based networking.

The College's UMOJA (A Kiswahili word meaning unity) program serves as a community, and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. UMOJA actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

The Comunidad program is an opportunity to engage our Latinx students through collaborative efforts; with the goal of providing exposure to activities and resources that support student persistence, retention, graduation, transfer, and career attainment. Also, the program works to create a network of individuals and resources to provide purposeful

student support, such as, but not limited to: workshops, learning communities, community spaces, career development and employment opportunities, cultural enrichment events, and ultimately the growth of college-success identity for Latinx students. The program establishes a sense of "COMUNIDAD" – sense of belonging at Modesto Junior College for Latinx students, and non-Latinx students through exposure.

The Reentry Success Network (RSN) at Modesto Junior College began serving students whom where either, formerly incarcerated, or on probation during the Fall 2017 semester. The programs objectives include providing resources to allow former inmates the opportunity to transition effectively into their academic programs.

MJC has recently entered into a contractual agreement and partnership with four-year university California State University, Stanislaus to expand services for incarcerated and formerly incarcerated students, focused on increasing: access; college readiness; course, certificate, and degree completion; and ease of transfer between the two institutions. The partnership will specifically aim to adequately prepare incarcerated and formerly incarcerated students to enter in postsecondary education, support their completion of programs at MJC and CSU Stanislaus, and support transfer efforts for these students—especially by affording them the academic resources, services, and extracurricular and enrichment activities needed to succeed.

Activities:
- The College will leverage the use of its culturally-themed programs, such as Umoja and Comunidad, to provide outreach/in-reach activities to support high-touch (include student ambassadors - College BSU students will be ambassadors to assist AA students to enroll, visit High School BSU Clubs, and community organizations.) Leverage HS Counselors to assist DI students in matriculation activities.
- Outreach efforts at events including the African American Education Conference, Hispanic Education Conference, and dual enrollment programs (Outreach personnel will help to register students at their high schools, *Sabados* de *Educacion*, and New Student Days).
- Special Program Outreach, including, DSPS, Bridge/EOP&S and juvenile detention center outreach, and foster youth (Shared personnel between Stanislaus Office of Education to be the primary contact between County and MJC. Will oversee all incoming and

in-reach foster youth efforts. Connect students to services).
Leverage HS Counselors to assist DI students in matriculation
activities.

Target Student Groups:

- African American Females
  Current Baseline Data: African American female – 592
  Goals for Equity Gap Reduction: African American female – 622
  (5.07%)

- African American Males
  Current Baseline Data: African American male – 531
  Goals for Equity Gap Reduction: African American male – 540
  (1.69%)

- Foster Youth Females
  Current Baseline Data: Foster Youth female – 262
  Goal for Equity Gap Reduction: Foster Youth female – 268 (2.68%)

- Foster Youth Males
  Current Baseline Data: Foster Youth male – 175
  Goal for Equity Gap Reduction: Foster Youth male – 180 (2.86%)

- Veteran Female
  Current Baseline Data: Veteran females – 41(
  Goal for Equity Gap Reduction: Veteran females – 45 (9.76%)

Success Metric: Retention Fall to Spring

II. Student Ready College – Professional Development and Student Support
Efforts

Distance Education utilizes SEA funding to provide critical funding for
professional development for faculty and staff teaching and working in
Online Education. During the 2018-2019 academic year, the program
trained 106 faculty members on Regular Effective Contact, a part of
online education shown to be particularly important to Under
Represented Minority students (URM). We also deliver full online instruction
training to faculty in a ten-week online cohort model. In the cohort, we
use practices established by Zoretta Hammond, Dr. Luke Wood, Xi Du,
and others to promote equity-minded instruction online as well as in the

classroom. For example, faculty learn about creating community, working in groups, establishing a warm instructor presence in the course, video feedback, non-traditional assessment, formative assessment, and other techniques that are helpful to all students but are critical to the success of URM students. Also during this academic year, the Distance Education Coordinator has given five presentations at professional conferences. His titles include "Narrowing Equity Gaps with Canvas" and "Equity through Community: Humanizing Online Instruction."

Embedded tutoring and Supplemental Instruction support will be given to support the efforts of Guided Pathways, and timely completion. The College is planning to use the increase in Math and English tutors to pilot an Embedded Tutoring (ET) program in 7 Math co-requisite sections and 6 English 100 sections. Embedded tutors will be in two sections a week (Math three hours a week, and English at two hours a week). One-on-one and/or group sessions will be held in the Learning Center for students in embedded sections similar to Supplemental Instruction. Pre-conference sessions at ACTLA combined with site visits this May and July are helping in the creation of the program. Most colleges now have ET programs and are finding at least a 10-15% increase in success rates for students in those classes who follow up with ET sessions in the LC. The embedded tutor plays a more active role in the classroom than the SI Leader, modeling student learning and growth mindset and helping out with one-on-one sessions while in the classroom or helping with group work. For our pilot, we are seeking stipends for faculty in the ET program for initial training and a few Community of Practice meetings each semester.

Success Teams provide holistic student support services to students that will help them feel directed, focused, nurtured, engaged, connected and valued. The Success Teams are comprised of counselors, instructional faculty and classified professionals who provide students with personal and academic guidance through a case-management model. Each Success Team monitors their cohort of students' educational goal progress and connect them to academic and student support services on campus while focusing on the disproportionately impacted students. This model is meant to be scalable in its reach and make the most efficient use of college resources.

The goals of Disabled Student Programs & Services (DSPS) is to provide academic accommodations and support services, including test-taking facilitation, specialized counseling, interpreter services, scribes, and alternate media. The wrap-around support for DSPS students begins with an interactive process that individually provide access to classes, programs, and empowers students with disabilities to achieve their

academic goals. With assistance from DSPS, students with documented disabilities can enjoy the benefit of their college education by allowing for more equitable opportunities to achieve their academic goals. Through advising and accommodations, DSPS will work towards providing students with disabilities the information needed in order for them to register for needed courses, utilize accommodations, apply for financial aid and other services to support students' academic goals. Also, DSPS counselors teach IIS (Individualized Instruction & Services) courses to focus on the needs of the individual student. Specialized instruction courses for students with disabilities include

Activities:

- Provide Professional Development opportunities that are culturally-relevant, with specific attention given to men of color and other disproportionately impacted (DI) groups.
- Integrate in-reach, communication & early alert efforts through technology (Distance Education, Canvas, Starfish, and Cranium Café).
- Connect students to the onboarding efforts to help them connect them to the Success Team (consisting of a Counselor and Success Specialists) assigned to their Guided Pathways School
- Leverage culturally-themed programs, such as Umoja and Comunidad, to provide in-reach activities to support high-touch (including completion of the anchor class).
- Mentorships, workshops, tutoring, book loan, semester laptop loan and connect with their success teams
- Supplemental learning support (Supplemental Instruction, tutoring, embedded tutoring); increased interaction between faculty and support services

Target Student Groups:

- African-American Males
  Current Baseline Data: African American male – 180
  Goal for Equity Gap Reduction: African American male – 201 (11.67%)
- Hispanic Males
  Current Baseline Data: Hispanic male – N/A
  Goal for Equity Gap Reduction: Hispanic male – 13,918 (% of all students w/5% increase)

Success Metric: Transfer to a Four Year University

III.   Transfer Efforts

The Warriors on the Way program (WOW) provides a streamlined transfer process for students to transfer from Modesto Junior College to California State University, Stanislaus. The program requires a combination of activities and institutional and community involvement geared at meeting our institutional, regional and system-wide policy goals and objectives, as well as improving the region's educational attainment. The activities include selecting Associate Degrees for Transfer (ADTs) areas of emphasis for the initial launch of the program and developing transfer agreements to facilitate transfer for students with an interest in earning an ADT in a specific discipline area and transferring to CSU Stanislaus to earn a 4-year degree in the same discipline area; developing collective community engagement and outreach strategies to effectively inform and engage prospective students and parents of the new program; developing Intent to Enroll forms and exploring mechanisms for tracking prospective ADT students; increasing CSU Stanislaus' visibility and presence at the partner colleges; and collaborating on a variety of co-sponsored programs aimed at engaging WOW participants, including joint advising and mentoring, hosting events and activities to familiarize WOW students with CSU Stanislaus, providing joint faculty development opportunities, creating collaborative marketing campaigns, and maintaining meaningful relationships among CSU Stanislaus and its partner colleges to enhance existing partnerships and develop new and unique partnerships.

Activities:

- Connect DI students with transfer counselors and CSU advisor: The College has recently entered two MOUs with CSU Stanislaus to streamline the transfer process for students; our newly implemented Warriors on the Way (WOW) program will provide MJC students with a contact to CSU Stanislaus who will work with them at the start of their academic journey; this person will work with both colleges, supporting students from the beginning of their college experience (MJC), through their AA/AS degree attainment, transfer (CSU Stanislaus), through their BA/BS attainment
- Create a transition program to feeder 4-year special programs, such as Financial Aid, TRIO, Extended Opportunities Program, Veterans, and students with disabilities programs)

Target Student Groups:

- Disabled female
  Current Baseline Data: Disabled female - 39
  Goal for Equity Gap Reduction: Disabled female – 43 (10.26%)

- Disabled male
  Current Baseline Data: Disabled male – 27
  Goal for Equity Gap Reduction: Disabled male – 30 (11.11%)

- African-American female
  Current Baseline Data: African American female – 13
  Goal for Equity Gap Reduction: African American female – 21 (61.24%)

- African-American male
  Current Baseline Data: African American male – 17
  Goal for Equity Gap Reduction: African American male – 18 (5.88%)

- Foster Youth male
  Current Baseline Data: Foster Youth male – 2
  Goal for Equity Gap Reduction: African American male – 18 (5.88%)

- Hispanic male
  Current Baseline Data: Hispanic male (N/A)
  Goal for Equity Gap Reduction: Hispanic male – 220 (% of all students w/5% increase)

Success Metric: Completion of transfer level math and English

IV. First-Year Completion of Core Courses Efforts

The Acceleration Project has identified two accelerated composition courses, English 45 (basic skills) and English 100 (college composition with support). These courses represent a redesign of curriculum and classroom practices and follow the California Acceleration Project (CAP) paradigm shift in teaching and learning. These are high challenge, high support courses that focus on backward design, just-in-time remediation, and reading apprenticeship strategies that help students tackle challenging texts.

Activities:

- Establish and expand supplemental tutoring through the tutoring center.
- Develop proof-of-concept projects mobile laptop carts as supports for English course and their co-requirements

Target Student Groups:

- No equity-gaps found

Success Metric: Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, and CCC bachelor's degree

V.   Completion Efforts

The College will continue to explore the use of Open Educational Resources to ensure that all students have access to class-room materials to complete their educational journeys. At this time, dozens of instructors are utilizing OER materials in their classrooms.

The DSPS program is developing a certificate of completion to ensure that students with moderate/severe disabilities are able to complete a program that identifies their skills:

Learning Strategies: Academic Skills
Upon completion of the program students will have acquired the skills to compensate for disabilities through the use of specialized learning strategies.

Learning Strategies: Technical Skills
Upon completion of the program students will have acquired the skills to effectively use of technology and specialized learning software to compensate for disabilities.

LGBTQ awareness and support efforts will increase through the College's collaboration with the neighboring, community Pride Center; the Center will tour the campus to identify space they believe is conducive to a supportive and safe environment for LGBTQ students. In addition, the Pride Center will provide a staff member from their organization to volunteer at the College two days a week to connect LGBTQ students to off-campus resources, and provide social and personal support.

Activities:

- Create a short-term, non-credit certificate for students with disabilities to improve college readiness skills (such as note-taking, time management, stress reduction, and critical-thinking skills)
- Develop support for LGBT students (Leverage a partnership with Modesto Pride Center, establish a Pride Week, Pride Conference, Provide Professional Development to become a LGBTQ Ally)
- Support professional develop for online faculty to reduce equity gaps.
- Professional development for student completion (OER/ZTC, sequenced courses, compressed delivery terms)

Target Student Groups:

No DI Groups Identified

- Hispanic male
- Asian male
- African American male
- Foster Youth female
- Foster Youth male
- LGBT male
- LGBT female

Student Equity Plan and Integrated Plan Updates

As a requirement of the Student Equity and Achievement submission, the College was asked to provide an assessment of the progress made in achieving the identified goals from the prior year plans, which consisted of the 2014 – 2017 Student Equity Plan, and the 2017 – 2019 Integrated Plan. Each plan utilized the following metrics to identify areas for growth: Access, course completion, English as a Second Learner (ESL) and basic skills completion, degree/certificate completion, and transfer. Some of the identified gaps have closed or greatly decreased, such as the course completion goals for African American males, and degree and certificate attainment for Hispanic students. In spite of our efforts, other gaps have increased; we will work collaboratively to reassess our interventions in those areas to ensure that the proper interventions are in place to eliminate those gaps. The following tables demonstrates MJC's progress in closing the achievement gaps for our DI groups for 2014 – 2017 and 2017 – 2019:

Goals	Activities	Progress
Access Goal: **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%.** **Increase access rates for African American students by 1.5 percentage points over the baseline rate of 3.5% to a rate of 5%.**	Provided 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 Tracked students who receive outreach activities to identify the percentage who complete enrollment	A significant increase was found for Hispanic students as access increased to 51.43%; however African American students saw a slight decrease 3.34 %

Course Completion Goal: **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%.** **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%.**	Identified which courses are most likely to be incomplete for African American, Hispanic students. Provide faculty for these courses w/Prof. Development Through the online CORA Institute as well as design support for retention and success strategies, including cultural competencies Developed a support activities for men of color that operates out of the Student Success Centers Trained the First-Time In College (FTIC) faculty committee to develop and implement new multi-disciplinary FTIC course Tracked 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	Course completion rates saw a significant increase for African American students, with the rate now at %59.5; while the rate of course completion remained steady at %66.5
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%.**	Examined and refine pre- and co-requisites and sequencing policies and practices for key basic skills courses Facilitated planning and development for English and math faculty to prepare for students entering MJC with a Common Core	By Fall 2017, the ESL/Basic Skills completion rates dropped by one percent for African Americans: 47%; however, by Fall 2017, completion rates rose for male students overall to 59.4%

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%.	background; Explore "ME First" Explored 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.	
Degree And Certificate Completion Goal (SPAR): **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%.**	Conducted professional development re: guided pathways (Center for Inquiry with Dr. Rob Johnstone) to help design guided pathways Led student focus groups to explore what barriers DI groups encounter Researched and communicated 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	By Fall 2017, degree and certificate completion rates dropped two percent for African American: 34 %; while Hispanic students saw and increase of 2 percent: 40.7 %

Transfer Goal: **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%.**	Increased student awareness and skills regarding transfer opportunities and requirements through a month of focused transfer activities Identified and tracked 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	The Colleges transfer goals reflected the 2010-2011 Cohort that transferred within six years; By Fall of 2017, that group remained steady for transfer rates of Hispanic Students: 26.9 %; while the transfer rates for African American students grew exponentially: 42.8 %; Low Income students transfer rates remained steady at: 27.2 %
Other College- or District-wide Goals: **By fall 2016: 60% Hispanic students who begin application process complete enrollment; 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); 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%**	Various	Among all Hispanic applicants in 2016-2017 academic year 49.75 % enrolled at MJC; Veteran retentions rates as of Fall 2017 increased to 90.65% 6) In Spring 2018, 345 veterans were enrolled, increasing by 22% from 281 7) ESL: 14% English: 44.6% Remedial Math: 44.5 % 8) Course success rate is 69.3% in Fall 2017 (see comment for clarification)

Previous Year Student Equity Expenditures

Below is an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended at Modesto Junior College. The Integrated Plan funding expenditures will be available in July 2019 once final accounting is done for the two-year (2017-2019) allotted budget.

	2014 – 2015	2015 – 2016	2016 - 2017
1000 Personnel Instructional	$56,334	$309,888	$239,205
2000 Personnel Non-Instructional	$22,581	$623,195	$194, 250
3000 Benefits	$29,648	$419,591	$160,554
4000 Supplies and Materials	$11,317	$148,916	$52,794
5000 Other Operating Expenses	$878,302	$452,074	$543,599
6000 Capital Outlays		$110,317	$67,595
Totals:	$998,181	$2,063,982	$1,257,999

The following table is an accounting of how the College expended Student Equity funding from 2017 – 2018.

	2017 – 2018
1000 **Personnel Instructional**	$242,363
2000 Personnel **Non-Instructional**	$513,443
3000 **Benefits**	$332,838
4000 **Supplies and Materials**	$57,818
5000 **Other Operating Expenses**	$323,588
6000 **Capital Outlays**	$10,203
7000 **Capital Outlays**	$160,400
Totals:	$1,640,654