

COVER PAGE

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List of Participants

California State University, Stanislaus
Modesto Junior College
Stanislaus County Office of Education

Application Abstract

California State University, Stanislaus, Modesto Junior College (MJC), and Stanislaus County of Education (SCOE) have developed and implemented effective programs and activities to reduce: 1) attrition; 2) remediation; 3) time to transfer; 4) time to degree and career; and 5) the achievement gap for traditionally underrepresented students. These programs and activities have been aligned with system-wide and organizational initiatives, namely, the CSU Graduation Initiative, the MJC Student Equity Plan, and the SCOE ARCHES collaborative. Prior to January 2014, collaboration between the three educational segments (K-12, 2-year, and 4-year) on these programs and activities occurred on an ad hoc, project-by-project basis.

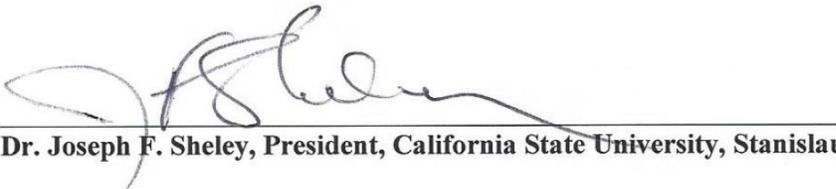
Building upon existing effective programs and shared goals, the Stanislaus Education Partnership was formed in 2014 with members from California State University, Stanislaus, MJC, and SCOE dedicated to easing transitions for students between the three educational segments. This learning and practice community, comprised of leaders from the three educational segments, has committed to meeting regularly, establishing milestones, data-sharing, and developing and evaluating annual activities and outcomes. Activities have and will continue to be developed in accordance with the following Partnership goals:

1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

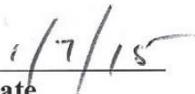
The established goals clearly align with system-wide and institutional initiatives as well as the priorities of the Awards for Innovation in Higher Education.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Dr. Joseph F. Sheley, President, California State University, Stanislaus



Date

1. Please describe specific programmatic or institutional goals set by the participants in this application and how achieving these goals ultimately will increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years, and/or ease transfer, particularly for student groups that are underrepresented in higher education. Please describe when and how these goals were developed and how they are used on an ongoing basis.

Stanislaus Education Partnership

Leadership from California State University (CSU) Stanislaus, Modesto Junior College (MJC), and Stanislaus County Office of Education (SCOE) formed the Stanislaus Education Partnership and met regularly throughout 2014 to develop a commitment to regular communication, shared data, and developed activities aimed at easing transitions for students. Using system-wide and institutional initiatives to lay a framework for improved collaboration across the three educational segments, the Stanislaus Education Partnership established the following goals: **1) increase college enrollment; 2) increase college completion rates; 3) reduce time to degree; and 4) close the achievement gap for underrepresented students.** The established goals clearly align with the following system-wide and institutional initiatives as well as the priorities of the Awards for Innovation in Higher Education.

Graduation Rate Initiative – CSU Stanislaus

In 2009, the CSU Chancellor's Office launched a Graduation Initiative focused on raising the six-year graduation rates and reducing achievement gaps by half for low-income and underrepresented minority (URM) students. In response, CSU Stanislaus implemented interventions to improve student retention and graduation and funded faculty projects aimed at increasing course completion. CSU Stanislaus made great progress on the 2009 goals and was recognized by the Southern Regional Board (2010) for its high student retention rates. CSU Stanislaus has also made substantial progress in reducing the gap between URM and non-URM students, cutting the gap from 6% in 2012 to 2% in 2013.

Student Equity Plan– MJC

In 2012-13, the California Community College Chancellor's Office initiated a system-level student equity planning initiative. College-level planning began at MJC in 2013-14, resulting in a three-year plan. Major initiatives of the 2014-17 MJC Student Equity Plan include: improved data gathering, analysis and communication; professional development for the use of data; enhanced outreach and marketing efforts; curricular review and innovation; researching, identifying, and implementing best practices to help students of color succeed; improvement of transfer pathways; faculty development; and proactive communication with students on progress towards completion.

Alliance for Regional Collaboratives to Heighten Educational Success (ARCHES) - SCOE

Under the ARCHES grant, SCOE has been successful in developing a collaborative of regional partners focused on reducing the achievement gap in mathematics, especially for underrepresented student populations, by increasing college access and success. Launched in 2005, the collaborative includes representatives from K-12 schools, school district administrators, MJC, CSU Stanislaus, UC Merced, local community agencies, The Parent Institute for Quality Education and business partners. ARCHES serves as a model of a professional community focused on supporting student success across the three educational segments.

2. Please provide a statistical profile of the students you serve, disaggregated by gender and the following ethnic and racial categories as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, and more than one race. Additionally, please provide some information on the proportion of students who are current or former foster youth, students with disabilities, low-income students, and veterans. Please provide an analysis of the factors that affect the ability of your students to earn bachelor's degrees, graduate within four years, and/or transfer, including the particular factors that disproportionately affect student groups that are underrepresented in higher education. Please note which factors you believe can be influenced by changes to policies, practices, or systems.

Based on a review of the literature, the Stanislaus Education Partnership has identified factors that disproportionately impact traditionally underrepresented students; a lack of academic preparation and non-cognitive factors (e.g., self-efficacy, lack of support networks, financial aid awareness) play a significant role in student persistence and graduation (Adelman, 2004; Saenz, Hurtado, Barrera, Wolf, & Yeung, 2007; Seidman, 2005; Swail, Redd, & Perna, 2003; Ward, Siegel, & Davenport, 2012; Yeado, Haycock, Johnstone, & Chaplot, 2014; Yeager & Walton, 2011). The Stanislaus Education Partnership's charge to Guide, Promote, and Support (GPS) will provide students and their families with the skills needed to navigate the college preparation, enrollment, and completion process across the three educational segments.

CSU Stanislaus

As identified in the CSU Student Success Dashboard, the number of CSU Stanislaus students identified as an underrepresented minority (URM), Pell-eligible, and Not-Proficient at entry has increased by 173% over the past decade.

Table 1
California State University, Stanislaus
Undergraduate Student Enrollment by Gender
and Race/Ethnicity: Fall 2014

Men	2,807	35.8%
Women	5,030	64.2%
American Indian or Alaska Native	34	0.4%
Asian	874	11.2%
Black or African American	193	2.5%
Hispanic or Latino	3,724	47.5%
Native Hawaiian or Other Pacific Islander	57	0.7%
White	2,025	25.8%
Two or more races	285	3.6%
Race/ethnicity unknown	433	5.5%
Nonresident alien	212	2.7%
Total	7,837	99.9%

Table 2
California State University, Stanislaus
Undergraduate Student Enrollment
Characteristics: Fall 2014

Minority Students	4,882	62.3%
Under-Represented Minority (URM) Students	3,951	50.4%
Low Income Students	4,951	63.2%
Disabled Students	180	2.3%
Veteran Students*	138	1.8%
EOP Students*	576	7.3%
Foster Youth (Promise Scholars)*	30	0.4%

Sources: CSU Enrollment Reporting System-Student (ERSS); PeopleSoft
*PeopleSoft Student Group table
Office of Institutional Research (2014NOV20)

Modesto Junior College

As identified in the Modesto Junior College 2014 Student Success Scorecard, MJC has a degree, certificate and/or transfer rate of 42.4%; for students unprepared for college, this percentage drops to 38.7%.

Table 3
Modesto Junior College
Undergraduate Student Enrollment by Gender and
Race/Ethnicity: Fall 2013-14

Men	10,140	42.62%
Women	13,588	57.12%
Unknown	62	0.26%
American Indian or Alaska Native	126	0.53%
Asian	1,317	5.54%
Filipino	242	1.02%
Black or African American	889	3.74%
Hispanic or Latino	10,249	43.08%
Native Hawaiian or Other Pacific Islander	231	0.97%
White	8,783	36.92%
Two or more races	888	3.73%
Race/ethnicity unknown	1,065	4.48%
Total	23,790	100%

Table 4
Modesto Junior College
Undergraduate Student Enrollment Characteristics:
Fall 2013-14

Minority Students	15,007	63.1%
Under-Represented Minority (URM) Students	11,264	47%
Low Income Students*	68,619	68.9%
<i>Pell Eligible (Aid Year 2014/15)</i>	10,711	58.5%
<i>Pell Recipients (Aid Year 2014/15)</i>	6,663	36.4%
Disabled Students*	980	5.4%
Veteran Students	821	3.5%
EOP Students*	728	4.0%
Foster Youth	23	0.1%

*Percentages for low-income, Disabled, and EOP students taken reflect fall 2014 data

Source – Modesto Junior College Student Success Scorecard

Stanislaus County Office of Education

The high school graduation rate in Stanislaus County is currently 78.4% compared to the 78.5% rate statewide. The high school dropout rate is 14.6% compared to 13.2% statewide.

Table 5
Stanislaus County Office of Education
K-12 Student Enrollment by Gender and Race/
Ethnicity: Fall 2013-14

Male	54,444	51.3%
Female	51,682	48.7%
American Indian or Alaska Native	587	0.55%
Asian	4,243	4.0%
Filipino	937	0.88%
Black or African American	3,184	3.0%
Hispanic or Latino	60,303	56.82%
Native Hawaiian or Other Pacific Islander	782	0.74%
White	31,794	29.96%
Two or more races	2,594	2.44%
Race/ethnicity unknown	1,702	1.6%
Total	106,126	100.00%

Table 6
Stanislaus County Office of Education
K-12 Student Enrollment Characteristics:
Fall 2013-14

Minority Students	70,036	66%
Under-Represented Minority (URM) Students	64,074	60%
Low Income Students (Used free & reduced lunch)	71,668	67%
Special Education Enrollment	12,768	12%
Foster Youth	800*	0.7%

*The number of Foster Youth fluctuates due to the transient nature of the population.

Sources:

California Department of Education Enrollment by Ethnicity for 2013-14, County Enrollment by Gender, Grade, & Ethnic Designation; Enrollment by Grade for 2013-14, Stanislaus, Socioeconomically Disadvantaged; Special Education Division Special Education Enrollment by Age and Grade, Stanislaus County

3. Please describe key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1. Please describe the impact of these policies, practices, or systems, to date, and provide evidence of that impact. Please explain what lessons you have learned—from both successes and failures—and how you will apply those lessons to future actions.

Prior to January 10, 2014, CSU Stanislaus, MJC, and SCOE developed and expanded effective programs to meet the goals outlined in Item 1. However, collaboration among the three educational segments occurred on an ad hoc, project-by-project basis prior to 2014.

Increase College Enrollment

College Access Teams – SCOE

College Access Teams were created in 2012 to expand a college-going culture among Stanislaus County high school students. Since 2012, this program has grown from serving three to ten area high schools with a combined enrollment of 6,880. Programmatic activities have resulted in an increase in student and parent engagement, increased FAFSA (15% increase between 2013 and 2014) and Dream Act application completion, increased Cal-Grant completion (14% increase between 2013 and 2014), and increased college applications. Challenges to be addressed include improving communication with families in the middle income bracket who do not want to provide financial information or do not complete the FAFSA because they do not feel that they will qualify for aid. Efforts are currently underway to establish communication with these families both one-on-one and in group workshops (See Appendix B1: SCOE FAFSA completion).

Destination Graduation – SCOE

Launched in fall 2013 by the United Way and SCOE, the primary goal of this initiative is to increase the high school graduation rates in Stanislaus County. Objectives include increased percentages of incoming students who are kindergarten ready, decreased percentage of chronically absent students (K-3) at specific pilot sites and increased attendance overall, and increased percentages of students accessing summer programs in Stanislaus County. One of the programs developed through Destination Graduation, Come Back Kids, has already had a demonstrable impact; this program works to support high school dropouts and guide them to a high school diploma. With an initial goal of serving 25 high school dropouts, 165 students have earned a diploma and more than 400 participants are currently enrolled (See Appendix B2: Come Back Kids Demographics).

Increase College Completion Rates and Reduce Time to Degree

Early Assessment Program (EAP) – SCOE and CSU Stanislaus

As noted on the CSU Early Assessment Program website, more than 60% of first-time freshmen admitted in the CSU require remediation in English and/or mathematics in spite of the fact that they complete the college preparatory curriculum with the required B or above. In order to address the challenge of remediation, the EAP was created as a collaborative among the State Board of Education, the California Department of Education, and the California State University. The goal of the EAP program is to provide a measure of college-readiness in the junior year of high school and offer opportunities for progress in the senior year. The average percentage of Stanislaus County juniors tested that did not demonstrate college readiness in mathematics was 50% and for English, 64% in 2014 (See Appendix B3: Stanislaus County EAP Results 2014).

CSU Stanislaus has established a process for identifying and assisting students who do not meet threshold scores for readiness.

Early Start – CSU Stanislaus

The Early Start program was first offered in summer 2012 as a CSU enrollment requirement for students scoring below established threshold scores on the English and mathematics placement tests. Students requiring Early Start have the option of completing courses at CSU Stanislaus, another CSU, or a community college. In Early Start English, students have reported high levels of achievement and engagement. Completion and advancement rates in mathematics have been significant (the percentage of students requiring remediation dropped from 46.6% in fall 2011 to 28.4% in fall 2012, corresponding with the implementation of Early Start in summer 2012). Data have indicated that participation in the four-unit Early Start mathematics courses, as compared to the one-unit course, significantly reduced the need for remediation. Based on findings, the campus will move to increase the number of students enrolling in the four-unit Early Start mathematics courses and enrolling students who require two levels of mathematics to complete both classes in the first and second summer sessions (See Appendix B4: Early Start 2012/13-2014/15).

Close the Achievement Gap

Associate Degrees for Transfer – MJC and CSU Stanislaus

Under Senate Bill 1440 (2010), the Student Transfer Achievement Reform Act, California community colleges were authorized to create Associate Degrees for Transfer (ADT) that would include no more than 60 transferable units. Under the bill, community college students successfully completing an ADT would be guaranteed admission to the CSU, priority admission to their local CSU, and a guaranteed graduation in 60-units for the ADT major. Twenty-nine of the system-wide approved ADTs have been matched to CSU Stanislaus majors since 2010. At MJC, twenty ADTs have been awarded by the California Community College Chancellor's Office, with two pending and one in progress locally (See Appendix B5: MJC Transfer Model Curriculum Plan and Progress). ADTs will increase two-year graduation rates, transfer and access to the CSU, and reduced time to degree in the CSU.

Title V Part A – CSU Stanislaus

The CSU Stanislaus U.S. Department of Education Title V Part A grant (2010) funded the development and implementation of a project that included both academic and advising elements. The academic portion (First-Year Experience seminar) was institutionalized in 2013 and embedded in a first-year English course. The student support piece, the Program for Academic and Career Excellence (PACE), provides intensive advising services to students in the program. Students eligible for the program are Hispanic or underrepresented and/or first-generation. In focusing efforts on developing academic and financial awareness and building a sense of community and belongingness among students, the PACE/FYE model has demonstrated effectiveness in improving student success. A review of the fall 2011 PACE cohort revealed 92% persistence to the second year, compared to 79% for the non-PACE cohort. Seventy-five percent (75%) of Hispanic PACE students persisted to a fourth year compared to 65% of CSU Stanislaus' Hispanic students from the non-PACE cohort (See Appendix B6: PACE Five-Year Update Excerpt). Recognizing evidence of program effectiveness, the campus is examining the data to consider how best practices will be institutionalized.

4. Please describe key changes to policies, practices, and/or systems that you have initiated since January 10, 2014, that are intended to achieve the goals identified in Item 1. Please explain why you think the changes you have initiated will achieve those goals and what you expect the impact of the changes will be.

Building upon evidenced-based best practices and shared institutional goals, representatives of CSU Stanislaus, MJC, and SCOE began meeting in spring 2014 to discuss strategies to foster student success and promote a college-going culture in the region. These conversations resulted in the development of the Stanislaus Education Partnership and a joint commitment to Guide, Promote, and Support (GPS) students and families in the region to achieve student success. This Stanislaus Education Partnership established a learning and practice community committed to regular communication, shared data, and annually defined activities focused on easing transitions between the three segments (K-12, two-year, and four-year) leading to higher collegiate retention and graduation rates.

In building a community committed to easing transitions, the Stanislaus Education Partnership has laid the foundation for collaboration and continuous improvement. As the Partnership community and future stakeholders engage in these activities, students will be better equipped with the tools they need to successfully navigate a path to college graduation (See Appendix C1: Stanislaus Education Partnership).

Partnership Goals:

In alignment with the institutional initiatives outlined in Item 1, the Stanislaus Education Partnership has established the following goals:

1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

Charge:

In support of the achievement of the project goals, the Stanislaus Education Partnership has established the following charge:

- *Guide – Provide students and families with the necessary tools to prepare for and transition into an Institution of Higher Education (IHEs).*
A fall 2013 Educational Advisory Board survey of Community College Administrators found that non-cognitive barriers (e.g., finances, support network, career connection) were often the greatest impediments to academic transition and success (Community College Executive Forum, 2014). These non-cognitive barriers are increasingly present for the low-income and first-generation students served in the region. The Stanislaus Education Partnership is committed to providing the tools and information needed to navigate the process to college completion and mitigate potential barriers.
- *Promote – Increase awareness of new and existing programs to promote timely graduation.*

Among other factors, recent legislation impacting the California Community College and CSU segments (SB1440/440) and implementation of the Common Core in the K-12 system offered a unique opportunity for conversation and action. The Stanislaus Education Partnership community has committed to ensuring that students and families are aware of current pathways and their importance in academic planning and success.

- *Support –Aid students in transitioning from high school to college and from two-year to four-year institutions.*

The Stanislaus Education Partnership is focused on current practice as well as aspirational goals that contribute to smooth transitions between the three segments. These practices include first-year and transfer learning communities as well as the scaling-up of intensive advising practices.

Activities/Strategies:

Acknowledging that annual activities will change, the Stanislaus Education Partnership will work to achieve the project goals through the following strategies:

- increase data sharing and identify barriers;
- create and expand programs focused on building support networks for students and families;
- increase financial aid networks;
- create bridges between segments; and
- provide targeted advising at all levels.

In focusing on enhancing the aforementioned practices/programs, the Stanislaus Education Partnership has and will bolster existing programs designed to enhance navigational skills and ease transitions across the three segments. The Partnership community will examine data (disaggregated) to explore achievement gaps, discuss barriers, and outline interventions for increased equity and student success.

The following collaborative activities have occurred since January 10, 2014.

Increase College Enrollment

Ask Me – MJC

MJC introduced an “Ask Me” feature on their website in an effort to improve communication and information flow to students. Recognizing that the first stop for students seeking information is often the campus website, the Ask Me icon is featured prominently on the campus homepage and guides students and website visitors to admissions, registration, fees, hours of operation, and other information. The campus will continue to refine and add to the database based on student, faculty, and staff feedback over the next year. This tool also addresses a need to provide clear information to all current and prospective students, but particularly those who may not be familiar with the college admission/enrollment process. Aligned with the MJC Student Equity Plan, this activity is intended to increase college enrollment.

Increased Financial Aid Awareness and Completion – SCOE, CSU Stanislaus, MJC

SCOE has worked with high schools to increase FAFSA and Dream Act applications. Existing support activities include: 1) After School Program assistance; 2) parent informational meetings presented in English and Spanish; 3) Cash for College (financial aid awareness) events; and 4) student support in computer labs during the academic day as part of an Economics / Government class. Strategies are currently being developed to provide additional and specific support for English Learners, Dreamers, first-generation college attendees, middle income families currently not submitting financial aid applications, and families that are shift workers and have not been able to attend workshops and informational meetings. To do so will require coordination of staff from high schools, the county office, and local colleges to provide additional staff to increase the number of workshops, informational meetings, and one-on-one meetings. The CSU Stanislaus Program for Academic and Career Excellence (PACE) also offers peer-to-peer FAFSA workshops led by peer mentors and available to all students on campus.

Financial Aid Roundtable/Cash for College/WebGrants – SCOE, CSU Stanislaus, MJC

Hosted by SCOE and facilitated by the United States Department of Education's Office of Federal Student Aid (FSA), a Financial Aid Roundtable discussion was provided for site staff and community partners in 2014 to provide updates and ascertain areas of need. The Roundtable will be followed by a financial aid training of trainers for site staff and community partners based on the initial roundtable discussions.

Cash For College/WebGrants – SCOE, CSU Stanislaus, MJC

Hosted by SCOE and facilitated by the California Student Aid Commission, training was provided regarding access to Cash for College events and support for sites, students, and parents. Additionally, a technical WebGrants training was provided for site staff to learn the process to upload GPA verifications, match student information, and access student reports on FAFSA submission and completion as well as Cal-Grant awards.

Increased training for site staff and additional opportunities to inform students and their families regarding financial aid will result in increased college enrollment and will act to reduce the achievement gap through increased awareness regarding access.

Increase College Completion Rates and Reduce Time to Degree**Early Assessment Program (EAP) – CSU Stanislaus and SCOE**

As part of the EAP transition process for 2015, the California Department of Education will operationalize Smarter Balanced assessments in English Grade Eleven; these exams will continue to provide college readiness results for individual students. Throughout 2014, the CSU Stanislaus EAP team and SCOE partners worked closely to make sure this transition flowed as smoothly as possible and will continue to reach out to students, families, and educators with information, resources, and training. CSU Stanislaus will continue to encourage efforts to increase the number of English and mathematics courses offered to high school students in the senior year to bolster their skills and ability to enter college-level courses and avoid remediation. Stronger EAP teacher training and associated student services should reduce the need for remediation, thus reducing time to degree (See Appendix C2: CSU Stanislaus EAP).

New Student Orientation – CSU Stanislaus

The CSU Stanislaus New Student Orientation sets the stage for student success and is particularly significant for first-generation students who may not have familiarity with university processes and programs. As such, engaging families is also an important piece of the process. The Parents Program, organized through the Advising Resource Center, began to offer an optional Spanish language orientation for parents of freshmen students in June 2014. A series of student success videos (26) were developed and posted in summer 2014 with topics ranging from financial services to use of the campus learning management system (Blackboard). These videos were posted to YouTube and have been visited by over 1,000 students (tracked via an email link). These efforts have been designed, incorporating evidenced-based best practices, to address some of the non-academic barriers known to be faced by students in the region. Establishing a clear direction and foundation for students from the onset will increase their sense of belongingness and self-efficacy and, in turn, increase college completion rates and timely completion of the degree.

Close the Achievement Gap

Faculty Learning Community/General Education Paths – CSU Stanislaus and MJC

Under the CSU Chancellor's Office initiative to "Give Students a Compass," CSU Stanislaus and MJC partnered in fall 2012 to investigate high-impact practices, explore partnerships between other CSU and California Community Colleges, promote interactions between humanities/cultural studies faculty and students at the two institutions, and develop a plan to promote integration in General Education (GE) through innovative curricular design including the development of theme-based lower-division GE courses at both campuses. As part of the effort to increase engagement between students and faculty at both campuses, shared events tied to the theme of Community/Place were offered on the two campuses as well as local theatres and community centers.

Building upon the work of the "Give Students a Compass" team, a faculty learning community was formed in 2014 to discuss and develop General Education Pathways. This faculty learning community (made up of 14 CSU Stanislaus and MJC faculty and administrators) explored established models (CSU Northridge and Pierce College) and met regularly to develop a proposal to establish a GE Pathway from MJC to CSU Stanislaus. The proposed structure will create meaningful pathways through already existing GE courses. The development of GE Pathways will also serve as a bridge for transfer between MJC and CSU Stanislaus. The General Education draft proposal has been presented to faculty governance at both MJC and CSU Stanislaus for recommendations moving forward with the development of GE Pathways. The MJC Student Success and Equity Committee recognized the importance of this program and allocated a significant budget line in support of GE Pathway development in the MJC Student Equity Plan (See Appendix C3: MJC Student Equity Plan – Section D: Budget Excerpt).

Scaling High Impact Practices – CSU Stanislaus

After receiving a grant from the Chancellor's Office for Scaling High-Impact Practices (HIPs), a taskforce was formed to begin completing outlined tasks. At the task force's first meeting in November, 2014, the group began a process of identifying campus HIPs; this list included First-Year Experience, Sophomore Seminar, and peer mentor advising programs.

Using the developed list, the CSU Stanislaus Office of Institutional Research will: 1) initially evaluate each HIP for existing variables which may determine what impact each HIP has on student success (as defined by campus—retention, graduation rate; 2) condense the HIPs list to include HIPs with enough existing data to identify impact on student success; and 3) analyze remaining HIPs to identify impact on student success. Taskforce members will attend the Preparing to Scale HIPs meeting at the American Association of Colleges and Universities (AAC&U) conference in March 2015 to discuss best practices in tracking and evaluating the impact of HIPs (See Appendix C4: Scaling High-Impact Practices).

Student Equity Plan - MJC

The California Community College (CCC) Chancellor's Office initiated system-level student equity planning in 2012-13, with college-level planning beginning in 2013-14. At MJC, student equity planning occurred over 2013-14 and campus-wide discussions have occurred since Jan.10, 2014. The MJC Student Success and Equity Committee and MJC Academic Senate worked jointly to engage a wide range of stakeholders in planning, reviewing the data, identifying equity gaps, and designing interventions for target groups. Specifically, MJC will focus on: increasing access for Hispanic students; increasing course completion for all students with particular attention to African American students; increasing English as Second Language (ESL) and basic skills course completion for all students, with particular attention to African American and Hispanic students; increasing degree and certificate completion for all students with particular attention to African American and Hispanic students; and increasing the number of students who transfer to a four-year university with particular attention to Hispanic and African American students. In identifying target groups and interventions, MJC has established a framework to ensure the most efficient and effective use of campus resources (See Appendix C5: MJC Student Equity Plan: Section B: Executive Summary).

5. Please describe any changes to policies, practices, and/or systems you will implement after January 9, 2015, that are intended to achieve the goals identified in Item 1, as well as the expected timeline for implementing those changes and the expected impact of those changes. Please include evidence of your commitment to these future changes. The purpose of this question is to understand your vision for continued improvement and innovation, not to determine how you will spend award funds if selected. As such, please list only those changes that you plan to implement regardless of whether or not you win an award.

Prior to January 2014, collaboration between the three educational segments occurred on an ad hoc, as needed basis. With the establishment of the Stanislaus Education Partnership, communication between the educational segments will be systematized. The Stanislaus Education Partnership is committed to: **1) increase college enrollment; 2) increase college completion; 3) reduce time to degree; and 4) close the achievement gap** as identified in Item 1. The following strategies and activities have been designed to achieve these four overarching goals.

Increase data sharing and identify barriers.

The Stanislaus Education Partnership will meet quarterly to review disaggregated data related to enrollment, graduation rates, time to the degree, and develop strategies to close the loop and improve student success. While annual activities will change, the following strategies have been outlined by the Stanislaus Education Partnership as areas of focus and collaboration for 2014-15 to 2015-16.

CAL-PASS PLUS - CSU Stanislaus, MJC, and SCOE

For 2015, CSU Stanislaus will join the student information and tracking system CAL-PASS PLUS; MJC and SCOE are already partners. With all three institutions participating in this student tracking system, the Stanislaus Education Partnership will be able to establish a clearer data picture and better identify: 1) courses taken, both remedial and non-remedial; 2) repeated courses; 3) declared majors; 4) changed majors; 5) student transfers; 6) financial aid by type; 7) year-to-year persistence rates; and 8) employment status/workplace after graduation. These data will be disaggregated and utilized to make data-informed decisions regarding student services at the individual institutions as well as contributing to the work of the Stanislaus Education Partnership (See Appendix D1: CAL-PASS PLUS MOU).

Create and expand programs focused on building support networks for students and families and increase financial aid networks.

One-stop caravans – SCOE, CSU Stanislaus, MJC

Building upon the success of the College Access Teams, the teams will be expanded to include a “Near Peer”—a CSU Stanislaus or MJC student who recently graduated from the partner high school—to serve as a resource for students. These students will be trained through the CSU Stanislaus peer mentor program currently offered through the Program for Academic and Career Excellence (PACE). Acknowledging the literature regarding the need to support college navigational skills, these one-stop caravans will include not only financial aid counselors from the three educational segments, but also enrollment/admissions professionals and advisors to discuss issues of college readiness and career guidance (Community College Executive Forum, 2014). This scaled-up approach to the College Access Teams has the potential to address all four

of the project goals by providing a clear pathway to college enrollment and supporting planning for completing the degree.

The one-stop caravans will leverage existing personnel, programs, and resources across the three educational segments. The key to the success of this potentially far-reaching and high-impact practice is communication and collaboration between the three educational segments—an outcome that will be achieved as a result of the Stanislaus Education Partnership.

Create bridges between segments and provide targeted advising at all levels.

Increased support and implementation of the CSU Early Assessment Program (EAP) in English and mathematics – CSU Stanislaus, SCOE, MJC

Developing EAP test preparation is an area of growth for both students and teachers. EAP training is grant funded and currently available to high school teachers through the County Office of Education. Middle school teachers also have access to training for a nominal fee. An expanded EAP program will result in decreased remediation and reduce the time to complete a bachelor's degree. Decreasing the amount of remediation will also increase likelihood of graduation. For example, those students who complete college-level mathematics in the first year are 50% more likely to graduate than those who do not (Yeado, Haycock, Johnstone, & Chaplot, 2014). As part of the Student Equity initiative, MJC has plans to explore acceptance of EAP for course placement, which may include workshops for juniors and seniors.

General Education Pathways - CSU Stanislaus and MJC

The General Education (GE) Pathways faculty learning community will move forward with the plan presented to both MJC and CSU Stanislaus faculty governance. The developed proposal includes plans to connect lower-division coursework with co-curricular activities. A cumulative experience will be completed in integrative upper-division coursework with the ultimate goal of creating pathways to Minor degrees. The GE Pathways learning community has requested feedback from faculty governance with a timeline to launch GE Pathways in fall 2016. The creation of General Education Pathways will have numerous benefits for students including the development of a structured and meaningful plan for navigating General Education requirements. The Pathways program will also develop learning communities that will contribute to a feeling of belongingness, integrate learning across disciplines, and act as a bridge for transfer (See Appendix D2: GE Pathways presentation).

Sophomore Seminar – CSU Stanislaus and MJC

A faculty learning community at CSU Stanislaus will research sophomore retention and high-impact practices and develop an action plan for faculty participation in retaining this population in spring/summer 2015. This learning community will develop ideas for a sophomore/transfer seminar that could be taught simultaneously at both MJC and CSU Stanislaus, offering another bridge for transfer between campuses. The faculty learning community will also investigate future opportunities for developing a sophomore center to focus on advising and support services for sophomores with undeclared majors. Focusing on the sophomore experience will also address an identified need at CSU Stanislaus to increase retention of students between the sophomore and junior year (See Appendix D3: Action Research Project Ideas – CSU Stanislaus).

6. Please discuss how the changes described in your responses to the previous items will impact the average cost to award a bachelor's degree, considering costs borne by the state, the participants in the application, and students, as well as the magnitude of that impact.

The following table displays Partnership activities aligned with planned outcomes.

Table 7: Objectives Aligned with Partnership Strategies

Outcome	Strategy/Activity	Cost/Regional Impact
Reduced attrition	<ul style="list-style-type: none"> ADT One-Stop Caravans General Education Pathways Sophomore Seminar 	<p>The State of California spent \$466,700,000 in state expenditures on first-year only students (who did not return for their sophomore year) at four-year public universities from 2003-2008. For this period, \$60,900,000 in federal student grants was awarded to California for students who failed to return after their freshmen year (Schneider, 2010, p.9). When students do not persist, the state and federal government fail to receive a return on investment and students are often left with debt and lack the earning power that a degree affords.</p> <p>Listed strategies/activities will seek to reduce attrition through preparation, pathways to transfer and completion, and use of evidence-based best practices. Increasing college completion results in savings to the individual, institution, state, and country.</p>
Reduced remediation	<ul style="list-style-type: none"> One-Stop Caravans EAP Early Start 	<p>Academic preparation serves as a significant indicator of student success. A lack of preparedness leads to remediation and repeated classes. Financial aid awareness and college support networks can be particularly impactful for those students in the “missing middle” who normally do not qualify for specialized support programs, but who may greatly benefit from targeted interventions (Community College Executive Forum, 2014).</p> <p>Listed strategies will prepare students for college readiness through the use of academic plans, college preparation courses, and summer remediation. One-stop caravans and financial aid awareness may particularly benefit students in the “missing middle.”</p>
Reduced time to degree and career	<ul style="list-style-type: none"> ADT EAP Early Start General Education Pathways Sophomore Seminar 	<p>At CSU Stanislaus, the total net cost of attendance minus aid that did not need to be repaid for 2013-14 was \$7,190 (varied by family income) for first-time in-state students enrolled full-time in a degree-seeking program (College Portrait, 2013); at MJC, the 2010 net price was \$8,267 after aid (College Scorecard, 2014). The average per capita personal income for Stanislaus County was \$35,259 in 2013 (U.S. Bureau of Labor Statistics, 2013).</p> <p>Listed strategies/activities will provide opportunities for early remediation and pathways to college completion. Reducing time to degree and career will provide significant savings to both the state and the student and stimulate the local economy with more individuals in the workplace.</p>
Reduced achievement gap	<ul style="list-style-type: none"> ADT EAP Early Start One-stop caravans General Education Pathways Sophomore Seminar 	<p>As Hispanic-serving institutions that serve a large population of underrepresented and low-income students, members of the Stanislaus Education Partnership are committed to identifying and addressing issues of equity in the region's campuses and school districts.</p> <p>Listed strategies/activities will benefit all students, but will be particularly impactful in reducing the achievement gap for traditionally underrepresented students.</p>

*See Appendix E: Promoting Student Success while Reducing Costs to Students and Taxpayers

7. Please describe any risks or tradeoffs involved in the changes you are implementing and the way in which you will monitor and mitigate them. In particular, please address any potential adverse effects on student groups that are underrepresented in higher education.

There are certainly challenges associated with any innovation. The Stanislaus Education Partnership has considered possible risks and discussed and designed strategies to mitigate potential challenges.

Increase College Enrollment

When increasing levels of college enrollment, there is a risk that the numbers of students requiring remediation could increase. While the numbers of students accessing college increases, the numbers will include those both prepared and underprepared for college. As the Partnership monitors student progress and analyzes milestone data, care will be taken to disaggregate the data to account for these changes. Through the strategies, policies, and systems described above, there should be no negative impact on underrepresented student populations; in fact, opportunities for underrepresented students will increase. Designed activities will be scaled-up to meet the needs of all students with particular benefit to traditionally underrepresented students.

Increase College Completion and Reduce Time to Degree

Although Early Start programs have proven effective, accelerated programs offered during the summer do compete with students' ability to work during the summer months. The tradeoff, of course, is that students complete their remediation, which will increase their chances of persisting and graduating and securing a higher paying job which quickly compensates for lost summer wages. Although substantial financial support is available for Early Start and accelerated remediation, students may lose income. While there may be a short-term financial loss for students over the summer, this loss is mitigated by the fact that, in the long-term, completing early/accelerated remediation will reduce student time to degree as well as reducing time to career.

Another challenge is balancing course offerings with budget constraints. Offering enough classes is certainly central to timely completion of the degree. Encouraging students to take a greater course load will require a balance with available resources. Mitigating this challenge will require a careful demand analysis to prioritize class offerings and maximize the class schedule. In the same vein, increasing the number of college-ready students will require more qualified faculty in a region with a low number of individuals with advanced degrees. This issue can be mitigated by promoting graduation and graduate degrees. The CSU does offer loan forgiveness for earning doctoral degrees for those who return to teach in the CSU system.

The Stanislaus Education Partners also recognize that there will be a need to address the tension between exploration of majors and structured pathways for completion, such as the Associate Degrees for Transfer (ADTs). To mitigate this risk, curricular innovations, including the General Education Pathways and Sophomore Seminar, will establish a structure for requirement completion while also providing meaningful opportunities for students to explore a field outside of their chosen major and integrate experiences through co-curricular activities.

Close the Achievement Gap

Acknowledging the challenges faced by first generation and economically disadvantaged students in the region, existing programs as well as activities developed by the Stanislaus Education Partnership will continue to reach out to first-generation and low socioeconomic status students and their families. Efforts to increase data sharing (e.g., Cal-PASS PLUS) will allow for easier review and discussion of disaggregated data across the three educational segments. Modesto Junior College's utilization of the Center for Urban Education Equity Scorecard process will allow for continued work and discussions regarding best practices for disaggregating and analyzing data and identifying and addressing equity gaps. The Stanislaus Education Partnership recognizes that the interpretation and selection of data may be controversial and will require buy-in by stakeholders, including faculty. This challenge will be mitigated through transparency and accountability and a clear commitment to shared governance through the lens of student success.

8. Please describe your key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes you are making and, ultimately, achieving the goals identified in this application. Please address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources you are leveraging.

As previously noted, the goals and activities outlined in this document are aligned with existing initiatives and established programs that already have buy-in from faculty, administrators, staff, and other stakeholders from the three partnering agencies and the regional community. The work of the Stanislaus Education Partnership acts to bridge these activities, share best practices, and engage in discussion and reflection on how the three educational segments can best serve students through improved policies and practice. The collaboration between the three organizations, once ad hoc, is now made systematic through the establishment of the Stanislaus Education Partnership.

The Stanislaus Education Partnership was spearheaded through meetings of the CEOs of the three partner institutions. As a result of these meetings, the two college Presidents and Superintendent of Stanislaus County Schools proposed the formation of a group of key institutional representatives to increase communication and awareness between the K-12, community colleges, and CSU. Key institutional representatives, including the CSU Stanislaus Provost, Vice Presidents from CSU and MJC, and SCOE Assistant Superintendent, have been meeting through 2014 and will continue to meet quarterly to review data and develop activities and interventions to address gaps. As this Partnership was initiated by the three CEOs, it is clear that leaders of all three educational segments are committed to supporting the Stanislaus Education Partnership (See Appendix F1: CEO letters).

As noted previously, the goals established by the Stanislaus Education Partnership have been developed in alignment with established statewide and institutional programs and initiatives that have established buy-in and commitment from not only administrators, but staff, faculty, and students as well. These initiatives include the CSU Graduation Initiative 2025, the MJC Student Equity Plan, and the SCOE ARCHES Collaborative and Destination Graduation initiative.

The Stanislaus Education Partnership will leverage existing grants and awards such as the SCOE Access Success Grant. The Access Success Grant is a privately funded grant focused on providing financial aid assistance to all students with expanded supports for underrepresented students including but not limited to socio-economically disadvantaged, English Learners, first-generation college attendees, migrant and undocumented individuals. Additionally, the grant provides scholarship funds for students that meet certain financial need criteria for the first and second year of college. SCOE was awarded their fifth Access Success Grant in 2014-15 that will provide scholarships toward the first and second year of college for the 2015-16 and 2016-17 academic years. Scholarships will increase college enrollment and support college completion through the development of a four-year completion plan and increased opportunities for engagement of campus resources.

Members will also continue to partner with outside sources such as the Center for Urban Education. Representatives from the Stanislaus Education Partnership attended a workshop offered by the College Access Foundation and Center for Urban Education in November 2014

focused on reviewing disaggregated data and establishing milestones for exploring issues of equity. MJC has made a substantial financial commitment to utilize the Center for Urban Education's Equity Scorecard as part of its Student Equity Plan.

Members will also continue to leverage support from the State legislature. Representative Kristin Olsen and Senator Tom Berryhill are fully supportive of the Stanislaus Education Partnership. They applaud the Partnership that includes three educational segments working together to foster student success and promote a college-going culture in the region. Representative Olsen and Senator Berryhill recognize the value of the goals of the Partnership (increase college enrollment, increase college completion rates, reduce time to degree, and close the achievement gap for underrepresented students) as being particularly significant for the many first-generation, low-income, and traditionally underrepresented students in the San Joaquin Valley (See Appendix F2: California State legislators – Letters of support).

9. Please describe your strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section.

Recognizing the importance of engaging all stakeholders in student success, the Stanislaus Partnership will continue to engage students and their families, faculty, administrators, staff, community members, and business leaders in support of the Partnership's four overarching goals: **1) increase college enrollment; 2) increase college completion rates; 3) reduce time to degree; and 4) close the achievement gap for underrepresented students.**

Students and Families

Strategies for engaging students include the promotion of the degree as a pathway to a brighter future. The College Access Teams have and will continue to play a key role in working with students to research potential careers, determine college choice, and investigate opportunities for future employment in the career field of interest. "Near Peers"—current CSU Stanislaus and MJC students who graduated from the partner high schools—will be trained to participate in the College Access Teams. The Stanislaus Partnership institutions will continue to engage parents through the work of the College Access Teams and New Student Orientation Sessions, with bilingual presentations included in both programs/activities. Local news media have also featured initiatives and helped to promote activities and a college-going culture in the community (See Appendix G.1: Destination Graduation).

Faculty, Administrators, and Staff

Faculty, administrators, and staff are engaged in student success initiatives at both MJC and CSU Stanislaus. Discussions regarding the MJC Student Equity Plan have involved stakeholders from across campus. The campus has held multiple committee meetings and open forums to engage a range of campus stakeholders to identify campus priorities for student equity. The Student Equity Plan was reviewed by campus constituencies and approved by the MJC Academic Senate, College Council, and the Yosemite Community College District Board of Trustees. At CSU Stanislaus, the work of the cross-divisional Student Success Committee is closely aligned with the outcomes established in the CSU Graduation Initiative. Future activities will be directed by the Student Success Committee—a cross-divisional committee with representation from faculty, administrators, staff, and students. An annual Student Success Spotlight will continue to highlight best practices and curricular innovations (See Appendix G2: Student Success Spotlight).

Community and Business Leaders

Local education institutions, community members, and local business partners are already engaged in ongoing discussions to improve student success at all three levels. The Stanislaus Education Partnership will look to the community and local business leaders for potential partnerships. CSU Stanislaus and MJC will continue to engage their Business Advisory Boards in discussions regarding student success. Likewise, SCOE will continue to engage with its advisory committee that includes community organizations, business leaders, community members, and educational partners through the work of ARCHES and the Destination Graduation programs (See Appendix G3: ARCHES; Appendix G4: Stanislaus READS).

10. Please describe how the changes described in this application will be sustained within your existing financial resources.

The programs and activities described in this application will be sustained via existing financial resources. These activities will continue to be integrated into existing structures and resources leveraged as part of the regional Stanislaus Education Partnership. The activities described are also aligned with institutional initiatives and will be sustained in an effort to achieve outlined outcomes.

California State University, Stanislaus

The activities outlined in this application are aligned with the CSU Graduation Initiative 2025. Many of the stated activities have already been established and have proven to be effective; what is now needed to achieve significant impact is to scale-up and increase collaboration between the three institutions. The institutionalization of the First-Year Experience program through the Title V Part A grant acts as a model for developing and integrating curricular changes (first year and transfer programs such as GE Pathways and Sophomore Seminar). The Title V programs (FYE and PACE) have already proven to be effective in increasing college completion, reducing time to degree, and closing the achievement gap. The groundwork has also been laid for the GE Pathways; a plan has been developed for shared GE Pathways for MJC and CSU Stanislaus and presentations made to faculty governance at both institutions.

Modesto Junior College

Strategies and activities described in this document align with the MJC Student Equity Plan (2014-2017). The campus will focus on increasing access, course and degree completion, and transfer for identified target groups over the next three years. Initiatives designed to support access, completion, and transfer goals will include the development of programs for first-time students, exploration of curriculum and sequencing, improvement of transfer pathways (including Associate Degrees for Transfer and the GE Pathways), and proactive communication with students on progress-toward-completion. An institutional financial commitment and engagement in these activities will support the overarching project goals as established in the Stanislaus Education Partnership.

Stanislaus Office of Education

The county-wide Destination Graduation initiative and ARCHES collaborative both have established outcomes and activities that align with the work of the Stanislaus Education Partnership. The five main focus areas for the Destination Graduation initiative —sharing of best practices, establishing mentoring programs, summer camps for at-risk students, increasing parent awareness and engagement, and increasing grade level reading— all work to support the project goals, particularly efforts at increasing college enrollment in the region and closing the achievement gap for underrepresented students.

Likewise, the ARCHES collaborative aims to improve data sharing and use data to inform continuous improvement, create successful student transitions across segments, and close the achievement gap. As acknowledged in the ARCHES promotional materials, engaging in discussions of regional student success cannot happen in silos; it requires an integration of stakeholders across organizations to be engaged in discussion and participate in joint action. The work of ARCHES has clearly served as an initial model for collaboration and will certainly be leveraged and expanded upon in the work of the Stanislaus Education Partnership.

11. Please describe how you will evaluate—both quantitatively and qualitatively—whether the changes described in your responses to the items in the Innovations section will achieve the goals identified in your response to Item 1 and how you will use this feedback to inform future changes. Please include at least three specific quantitative measures you will monitor regularly, including at least one measure that can be observed and used to gauge progress in the near term (fewer than four years) and at least one measure that will reflect progress over the long term (four years or more).

In addition to discussion and data-informed decision making taking place within the individual organizations, results from established effectiveness measures will be reviewed at the quarterly Stanislaus Education Partnership meetings. Disaggregated data will be used to develop and assess the effectiveness of activities and will focus on the achievement of the overarching project goals. Acknowledging that some of the strategies/activities will overlap, the following crosswalk displays the alignment between goals, strategies, and effectiveness measures.

Table 8: Crosswalk: Institutional and Collaborative Goals linked to Strategies and Effectiveness Measures

Stanislaus Education Partnership Goal	Organizational Initiative	Strategies/Activities	Effectiveness Measures
Increase college enrollment	<ul style="list-style-type: none"> ARCHES Destination Graduation MJC Student Equity Plan 	<ul style="list-style-type: none"> Ask Me Early Assessment Program (EAP) One-stop caravans 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> A-G completion (short-term and long-term)* FAFSA completion rates (short-term) First-time enrollment (short-term)
Increase college completion	<ul style="list-style-type: none"> CSU Graduation Rate Initiative MJC Student Equity Plan 	<ul style="list-style-type: none"> Associate Degrees for Transfer First-Year Experience General Education Pathways Sophomore seminar Targeted advising 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Retention rates (short-term) Graduation rates (long term) ADT transfers (short-term and long-term) <p><u>Qualitative</u></p> <ul style="list-style-type: none"> Student satisfaction surveys (short-term and long-term) Faculty satisfaction surveys (short-term and long-term) Sophomore focus groups (short-term)
Reduce time to degree	<ul style="list-style-type: none"> CSU Graduation Rate Initiative MJC Student Equity Plan 	<ul style="list-style-type: none"> Early Assessment Program (EAP) Early Start General Education Pathways 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> EAP pass rates (short-term and long-term) Remediation numbers (short-term and long-term) Repeated classes (short-term and long-term)
Close the achievement gap	<ul style="list-style-type: none"> ARCHES Destination Graduation CSU Graduation Rate Initiative MJC Student Equity Plan 	<ul style="list-style-type: none"> All strategies/activities 	<p><u>Quantitative</u></p> <ul style="list-style-type: none"> Disaggregated retention and graduation rates (short-term and long-term) Disaggregated transfer rates (short-term and long-term)

NOTE: Although identified here as short-term and long-term, there is an understanding that all effectiveness measures will be reviewed longitudinally by the Stanislaus Education Partnership.

12. Please list your target outcomes for each academic year through 2018-19 for the measures identified in your response to Item 11, including targets for the student groups that are underrepresented in higher education. Please provide the most recent baseline measures for each target outcome for each participant in the application and identify which academic year that data reflects. You may use a table to reflect this data. Please also provide a narrative that explains how you chose your targets, including assumptions used and evidence you have to support those assumptions. Please identify your data source or provide enough information about how the data is generated to allow other entities to replicate the measures.

Each educational segment has established four-year targets for each measure. Discussion and review of data and activities established by the Partnership will be aligned with existing institutional outcomes that all support the overarching project goals to increase college enrollment, increase college graduation rates, reduce time to degree, and close the achievement gap for underrepresented students.

Table 9: Stanislaus Education Partnership: Target Outcomes 2015-16 to 2018-19

Partnership Goal	Effectiveness Measure	Partner Institution	Baseline	Target Outcomes			
				2015-16	2016-17	2017-18	2018-19
Increase college enrollment	A-G completion	SCOE	35.8%	+1-2%	+1-2%	+1-2%	+1-2%
	FAFSA completion rates	SCOE	61%	+4-5%	+4-5%	+4-5%	+4-5%
	Admit to enroll rates (FTF* numbers – 1 st census)	MJC	23,790	+1-2%	+1-2%	+1-2%	+1-2%
Increase college completion	CSU Stanislaus sophomore to junior retention rates gap (fall 2010 cohort)	CSU Stanislaus	10%	-1-2%	-1-2%	-1-2%	-1-2%
	CSU Stanislaus 4-year freshmen graduation rates (2021 cohort)	CSU Stanislaus	18%	+2%	+2%	+2%	+2%
	CSU Stanislaus 6-year freshmen graduation rates (2019 cohort)	CSU Stanislaus	49%	+1-2%	+1-2%	+1-2%	+1-2%
	CSU Stanislaus 2-year transfer graduation rate (2023 cohort)	CSU Stanislaus	28%	+2%	+2%	+2%	+2%
	CSU Stanislaus 4-year transfer graduation rate (2021 cohort)	CSU Stanislaus	72%	+1-2%	+1-2%	+1-2%	+1-2%
	MJC FTF persistence rates (13/14-fall 2014)	MJC	84%	+1-2%	+1-2%	+1-2%	+1-2%
	MJC FTF 6-year graduation rates (2007-08 cohort)	MJC	10%	+1-2%	+1-2%	+1-2%	+1-2%
	MJC ADT transfers (AST and AAT) ¹	MJC	0 (73 AST & AAT)	+1-2%	+1-2%	+1-2%	+1-2%

¹ ADTs now exist, but have yet to be awarded. AST – Associate of Science for Transfer; AAT – Associate of Arts for Transfer.

Partnership Goal	Effectiveness Measure	Partner Institution	Baseline	Target Outcomes			
				2015-16	2016-17	2017-18	2018-19
Reduce time to degree	CSU Stanislaus 14-15 FTF remediation rates	CSU Stanislaus	68%	-1-2%	-1-2%	-1-2%	-1-2%
	MJC 13-14 FTF remediation rates	MJC	49%	-1-2%	-1-2%	-1-2%	-1-2%
Close the achievement gap	CSU Stanislaus 6-year URM vs. non-URM graduation rate gap goal	CSU Stanislaus	4% ²	-1%	-1%	-1%	-1%
	MJC FTF URM retention rates	MJC	56%	+1-2%	+1-2%	+1-2%	+1-2%
	MJC URM FTF 6-year graduation rate (2007-08 cohort)	MJC	8%	+1-2%	+1-2%	+1-2%	+1-2%
	MJC URM FTF 6-year transfer velocity rate	MJC	26%	+1-2%	+1-2%	+1-2%	+1-2%

*FTF = First-time freshmen

Sources:

Stanislaus County Office of Education

California Department of Education, 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance, Stanislaus County, 2012-13.

Education Trust- West, FAFSA and Cal Grant Application Rates, Stanislaus County, 2013

Modesto Junior College

DataMart and YCCD Crystal Reports/Grad Reports, CRSS Reports and SDD Reports 12/10/14; MJC Office of Research and Planning.

CSU Stanislaus

CSU, Stanislaus, Office of Institutional Research

CSU Graduation Rate Initiative 2025

(See Appendix H1: Organizational Initiatives and Goals)

As previously noted, prior to January 2014, collaboration between the three educational segments occurred on an ad hoc, as needed basis. The Stanislaus Education Partnership is committed to increasing college enrollment, increasing college completion, reducing time to degree, and closing the achievement gap through increased awareness and collaboration between partner institutions.³

² The 4% baseline rate was established in the CSU Graduation Initiative Goals for 2025. In 2013-14, CSU Stanislaus met the target goal in reducing the URM achievement gap to 2%.

³ Please note: A full list of referenced citations is available in Appendix H2: References.

Appendix A: CEO Letters of Support

Joseph F. Sheley, President, California State University, Stanislaus

Jill Stearns, President, Modesto Junior College

Tom Changnon, Superintendent, Stanislaus County Schools



CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE PRESIDENT

December 10, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

As President of California State University, Stanislaus, I strongly support the Awards for Innovation in Higher Education application submitted by our university on behalf of the Stanislaus Education Partnership. The Partnership is a collaboration among California State University, Stanislaus; Modesto Junior College; and Stanislaus County Office of Education.

In initial discussions with Jill Stearns, President of Modesto Junior College, and Tom Changnon, Stanislaus County Superintendent of Schools, we identified the need for increased collaboration among these three educational segments to increase the number of students from the San Joaquin Valley who enroll in an institution of higher education and who graduate with a college degree. I am committed to partnering with the K-12 system and Modesto Junior College to reduce barriers and enhance student success at all levels. I am particularly concerned about students in the “missing middle.” Whereas the top 10 percent of high school students with the highest GPAs are aware of college opportunities and systems, and the bottom 10 percent of students with the lowest GPAs have access to academic boot camps such as summer bridge programs, the 80 percent of the students in the middle are often missing from college because they do not know how to navigate the college system and are not aware of the opportunities and processes for obtaining financial aid. Students in the “missing middle” are very likely to benefit from interventions that provide opportunities and assistance in accessing college admission and financial aid. Reaching these students requires collaboration between K-12 and institutions of higher education.

As an educational leader in California’s San Joaquin Valley, I am very aware of the low percentage of college educated workers and the relatively low socioeconomic status of many of the Valley residents. Because of the low percentage of college educated parents, CSU Stanislaus is proud to provide an education to many first-generation college students. Currently, 76.8 percent of CSU Stanislaus students are first generation college students whose success in college will be a significant achievement personally and for their families and will help the State of California meet the economy’s need for more college-educated citizens. In addition, CSU Stanislaus is a Hispanic-Serving Institution with 52.8 percent of the study body identifying as Hispanic. CSU Stanislaus is pleased to be recognized as a national leader in enrolling and graduating Hispanic students. By graduating

increasing numbers of underrepresented minorities and first-generation college students, we are providing a valuable resource to the San Joaquin Valley's economic and cultural wellbeing. However, I realize that improving the college-going rate and culture of the San Joaquin Valley requires more than efforts at CSU Stanislaus. Improving all levels of education is critical to the region we serve.

Because of the need for collaboration across all levels of education, I called together leaders from Modesto Junior College and the Stanislaus County Office of Education to discuss a partnership. The fruit of these and subsequent discussions by leaders from the three organizations throughout 2014 resulted in the Stanislaus Education Partnership agreement. The Stanislaus Education Partnership has identified four goals to which CSU Stanislaus, Modesto Junior College, and the Stanislaus County Office of Education are deeply committed:

1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

The Partnership goals support the advancement of the priorities of the Awards for Innovation:

1. Significantly increase the number of bachelor's degrees awarded.
2. Allow students to complete bachelor's degrees within four years after beginning higher education.
3. Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

As President of California State University, Stanislaus, I am personally committed to the Stanislaus Education Partnership and pledge the commitment of the University to the goals of the Partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joseph F. Sheley", followed by a long horizontal line extending to the right.

Joseph F. Sheley
President

December 16, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

On behalf of Modesto Junior College and the more than 18,000 students we serve, I am pleased to submit this letter of support for the Awards for Innovation in Higher Education application submitted by California State University, Stanislaus, on behalf of the Stanislaus Education Partnership – a collaboration between California State University, Stanislaus, Modesto Junior College, and Stanislaus County Office of Education.

Modesto Junior College has long supported and played an active role in the intersegmental educational partnerships and initiatives in our region. The college has demonstrated a commitment to initiate, implement and evaluate efforts to foster a college going culture and promote student success in collaboration with our regional educational partners. In this era of accountability MJC continues to be mindful of the need implement new, creative plans of action that build innovative educational models that are efficient, effective and in the best interest of students. To this end we readily joined in discussions with California State University, Stanislaus and Stanislaus County Office of Education to identify avenues through which we could strengthen institutional relationships. The outcome of these relationship development efforts resulted in the establishment of the Stanislaus Education Partnership, in which four goals have been identified, and to which the three participating agencies are deeply committed:

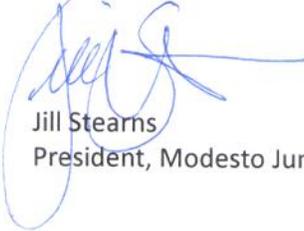
1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

MJC is delighted to be part of the Partnership and we are confident that the Partnership goals support the advancement of the priorities of the Awards for Innovation:

- Significantly increase the number of bachelor's degrees awarded.
- Allow students to complete bachelor's degrees within four years after beginning higher education.
- Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

MJC looks forward to the continued advancement of the student success policies, practices, and systems we have already implemented. We look forward to continued cooperation and collaboration as the Partnership moves forward in expanding these initiatives. We believe deeply in the work we are doing to effect change and educational outcomes in our region and appreciate your favorable consideration of this application. I feel the Partnership is especially well positioned to deliver these outcomes. I, along with the faculty, staff and students of MJC as well as the residents in the communities that we serve hope you will share our point of view and support our efforts to continue to change lives through educational opportunities.

Sincerely,



Jill Stearns
President, Modesto Junior College

December 19, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

My title is Superintendent of Schools for Stanislaus County, and I am writing this letter in support of the application for the Innovation Award being submitted by CSU, Stanislaus. The Stanislaus County Office of Education (SCOE) represents the 25 districts in the county in regard to formal and informal relationships with our local Institutions of Higher Education: Modesto Junior College and California State University at Stanislaus. We have always enjoyed strong relationships with these entities, but lately we have been collaborating more than ever to strengthen them for the benefit of students who begin in the K-12 public school systems and then transition to local colleges. These recent, intensified efforts began before we had any knowledge of the opportunity to write for this Innovation Award. I and my staff strongly support the Stanislaus Education Partnership; have fully participated in the development of this application; and will continue to dedicate staff, time, and other resources to ensure its development and success.

This latest effort began with the new President of CSU, Stanislaus extending an invitation to this office to join an effort to articulate a better transition for the students we have in common. SCOE has recently launched an initiative: Destination Graduation, the goal of which is to increase high school graduation rates in this county. Our discussions about graduation rates with both CSUS and MJC have centered around stretching SCOE's original goal to encompass successful graduation from the junior college and then from the CSU campus as well. It is very clear that to strengthen this community, make it an attractive place for new businesses and inhabitants, and offer a brighter future for our students, educational success is critical. Specifically we hope to

1. Increase college enrollment
2. Increase college completion rates
3. Reduce time to degree
4. Close the achievement gap for underrepresented students

In dedicated work with MJC and CSUS, we want to create a better, stronger Central Valley, particularly a better, stronger Stanislaus County. The K-12 system must do its part to prepare students for the world of college and careers, the charge of the implementation of the new Common Core standards. As we strengthen this system and better inform parents and their students, we want to significantly increase the number of bachelor's degrees awarded, more specifically and importantly, those completed in four years. A critical component of our work together as a Stanislaus Education Partnership is to better understand each other's systems so that we can



Tom Changnon, Superintendent

1100 H Street • Modesto, CA 95354 • (209) 238-1700 • FAX (209) 238-4201

streamline the experience of students as they transition from one entity to the other. Through the course of these initial conversations, we have already identified topics for further discussion. And we hope to learn such that we can all advise our students and their parents well to ensure that these goals are met.

I want to reiterate that my staff and I are absolutely committed to this newly formalized Stanislaus Education Partnership. We have already come to the table to do good work, and this Award, if conferred, would ease our ability to continue to work, but we are dedicated to this effort regardless. Should you need any additional information from this office, please do not hesitate to ask.

Sincerely,

Tom Changnon

Tom Changnon
Superintendent of Stanislaus County Schools

Appendix B1: SCOE FAFSA Completion

Stanislaus County District Data																				
District	2012/13	2012/13	2012/13	2012/13	FAFSA	FAFSA	2013	2012	2013/14	2014	2014	2014	2013	2014	2014	2013	2013	2013	2013	2012
	2012/13	Socioeconomically	English	Submissions	Completions	%	to	2013	Enrollment	FAFSA	FAFSA	%	to		Non-SSN	to		%	Non-SSN	to
	2012/13	Disadvantaged	Learners	thru	thru	FAFSA	2013	2013	Submitted	Completed	FAFSA	2014	Cal-Grant	Cal-Grant	2014	Cal-Grant	Cal-Grant	Cal-Grant	Cal-Grant	2013
	Enrollment	Grade 12	Grade 12	Grade 12	Dec 2013	Dec 2013	Complete	% of Change	Grade 12	Oct 2014	Oct 2014	Complete	Change	Awards	# Sub / Unmatched	Change	Awards	Complete	# Sub / Unmatched	% of Change
Ceres Unified	12,839	858	676	171					978											
Central Valley High		363			279	253	69%	22%	389	300	262	67%	-2%	220	462 / 62	47	173	83%	371 / 64	12%
Ceres High		272			186	175	64%	-54%	362	240	214	59%	-5%	146	365 / 114	50	96	75%	265 / 62	21%
Whitmore Charter High		27			19	19	70%	5%	39	27	27	69%	-1%					63%		28%
Denair Unified	1,524	200	93	26					187											
Denair High		78			47	41	52%	5%	81	47	42	51%	-1%	28	21 / 9	10	18	62%		-2%
Denair Charter		121							106					26	12 / 7	23	3			
Hughson Unified	2,186	199	92	26					179											
Hughson High		181			121	109	60%	6%	166	106	99	59%	-1%	63	11 / 2	22	41	59%		1%
Modesto City High	14,741	3,729	2,102	362			59%	8%	3,354					1,288	790 / 1910	257	1031	64%	049 / 1,869	7%
Grace Davis High		322			180	163	50%	7%	348	186	177	50%	0%	162	636 / 261	26	136	64%	754 / 275	10%
Newman-Crows Landing Unified	2,867	189	125	32					193											
Orestimba High		173			125	119	68%	8%	166	118	112	67%	-1%	78	38 / 19	14	64	61%	3 / 1	16%
Oakdale Joint Unified	5,295	438	156	17					463											
Oakdale High		330			205	190	57%	-52%	354	203	191	53%	-4%	89	373 / 135	8	81	67%	353 / 128	6%
Patterson Joint Unified	5,888	454	340	78					459											
Patterson High		372			243	223	59%	5%	367	219	205	55%	-4%	138	164 / 86	32	106	52%	4 / 1	-1%
Riverbank Unified	2,794	203	152	35					213											
Riverbank High		156			95	90	57%	7%	161	89	83	51%	-6%	48		-15	63	60%	9 / 2	10%
SCOE	2,193	431	329	80					447											
Valley Charter High		73			45	41	56%	25%	51	34	32	62%	6%	19	65 / 28	4	15	36%		18%
Turlock Unified	13,956	1,207	724	189					1,163											
John H. Pitman High		509			357	341	66%	6%	503	348	327	65%	-1%	153	5 / 1	1	152	63%	12 / 1	0%
Turlock High		508			342	323	53%	14%	470	281	258	54%	1%	161		-4	165	70%	519 / 154	11%
Waterford Unified	3,817	300	187	36					364											
Waterford High		139			79	71	51%	8%	148	102	95	64%	13%	53	3 / 1	3	50	70%	8 / 5	14%

*No data to report or could not be calculated

Appendix B2: Come Back Kids

Stanislaus Alternative Charter Enrollment 2013-2014 (08/13/2013 - 05/29/2014)						
Total ENR	Total Diploma	Ethnicity	Total Ethnicity	Male	Female	Age range
441	72	Black or African American	5	3	2	19 - 24
		Chinese	1	0	1	22
		Filipino	1	0	1	20
		Hispanic	37	19	18	18 - 25
		white	28	10	18	18 - 24
		Total		72	32	40
	Cert of Completion	Ethnicity	Total Ethnicity	Male	Female	Age range
	9	Hispanic	7	2	5	20 - 23
		White	2	2	0	20 - 22
		Total	9	4	5	
	Special ed. CAHSEE exemption	Ethnicity	Total Ethnicity	Male	Female	Age range
	5	Black or African American	2	1	1	20 - 21
		Hispanic	3	3	0	20 - 23
		Total	5	4	1	

Stanislaus Alternative Charter Enrollment 2014-2015 (08/14/2014 - 12/19/2014)							
Total ENR	Total Diploma	Ethnicity	Total Ethnicity	Male	Female	Age range	
444	63	American Indian or Alaskan Native	3	2	1	19 - 23	
		Black or African American	3	2	1	18 - 19	
		Hispanic	39	21	18	17 - 31	
		Other Asian	1	1	0	19	
		Other Pacific Islander	1	0	1	23	
		White	16	9	7	17 - 25	
		Total		63	35	28	
	Cert of Completion	Ethnicity	Total Ethnicity	Male	Female	Age range	
	20	Asian Indian	1	0	1	20	
		Black or African American	1	1	0	24	
		Cambodian	1	1	0	21	
		Hispanic	13	5	8	18 - 24	
		Other Asian	1	1	0	22	
		White	3	2	1	19 - 24	
		Total	20	10	10		
	Special ed. CAHSEE exemption	Ethnicity	Total Ethnicity	Male	Female	Age range	
	3	Hispanic	1	0	1	19	
		White	1	0	1	18	
		Black or African American	1	1	0	18	
		Total	3	1	2		

Appendix B3: Stanislaus County EAP Results 2014

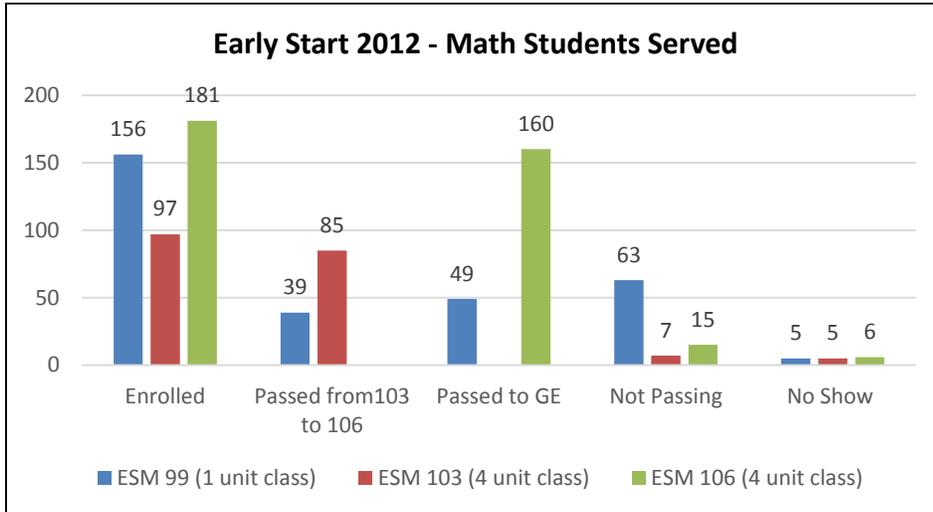
EAP RESULTS 2014	Ceres Unified		Denair Unified		Hughson Unified		Modesto City High		Newman-Crows Landing Unified		Oakdale Joint Unified		Patterson Joint Unified		Riverbank Unified		Turlock Unified		Waterford Unified		Stanislaus County Districts Total	
Early Assessment of Readiness for College English																						
Students Tested	842		85		149		2802		187		338		288		81		675		120		5567	
Ready for College	141	17%	16	19%	29	19%	556	20%	31	17%	92	27%	51	18%	19	23%	212	31%	29	24%	1176	21%
Ready for College - Conditional	107	13%	5	6%	36	24%	424	15%	17	9%	49	14%	33	11%	19	23%	107	16%	22	18%	819	15%
Did Not Demonstrate College Readiness	594	71%	64	75%	84	56%	1822	65%	139	74%	197	58%	204	71%	43	53%	356	53%	69	58%	3572	64%
Early Assessment of Readiness for College Mathematics (Algebra II)																						
Students Tested	217		35		68		713		71		96		106		39		218		50		1613	
Ready for College	1	0%	0	0%	5	7%	27	4%	4	6%	9	9%	0	0%	0	0%	11	5%	6	12%	63	4%
Ready for College - Conditional	20	9%	0	0%	18	26%	114	16%	4	6%	32	33%	7	7%	12	31%	55	25%	20	40%	282	17%
Did Not Demonstrate College Readiness	196	90%	35	100%	45	66%	572	80%	63	89%	55	57%	99	93%	27	69%	152	70%	24	48%	1268	79%
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)																						
Students Tested	259		18		21		630		48		74		84		22		141		23		1320	
Ready for College	7	3%	0	0%	3	14%	67	11%	4	8%	18	24%	2	2%	3	14%	30	21%	3	13%	137	10%
Ready for College - Conditional	172	66%	11	61%	17	81%	488	77%	37	77%	52	70%	62	74%	19	86%	104	74%	20	87%	982	74%
Did Not Demonstrate College Readiness	80	31%	7	39%	1	5%	75	12%	7	15%	4	5%	20	24%	0	0%	7	5%	0	0%	201	15%
Early Assessment of Readiness for College Mathematics (Total)																						
Students Tested	476		53		89		1343		119		170		190		61		359		73		2933	
Ready for College	8	2%	0	0%	8	9%	94	7%	8	7%	27	16%	2	1%	3	5%	41	11%	9	12%	200	7%
Ready for College - Conditional	192	40%	11	21%	35	39%	602	45%	41	34%	84	49%	69	36%	31	51%	159	44%	40	55%	1264	43%
Did Not Demonstrate College Readiness	276	58%	42	79%	46	52%	647	48%	70	59%	59	35%	119	63%	27	44%	159	44%	24	33%	1469	50%

Source: CSU Stanislaus EAP Office, 2014

Appendix B4: Early Start 2012/13-2014/15

Early Start 2012

The Early Start Committee began as a small work group in December, 2011, and added members who were involved in various aspects of Early Start. The committee initially met every month and then twice a month to discuss issues and solve problems in implementing Early Start (ES).



Summary: Students elected the 4-unit Math classes over the 1-unit class. Of the students who elected the 1-unit ESM 099, 56.4% advanced to the next level. Of the students who enrolled in the 4-unit ESM 0103 or 0106 classes, 88% advanced to the next level.

Early Start 2012 – English Students Served				
ESE 1000 (3 units class)	Enrolled	Recommended to ENGL1001	Recommended to ENGL 1006	Recommended to ESL 2000
	63	40	20	1
ESE 0110 (1 unit class)	Enrolled	Credit	No Credit	Dropped
	122	114	4	4

Summary: There was a higher demand for ESE 1000 than anticipated. ESE 1000 classes were added in summer to accommodate this demand. For students who took ESE 1000, 63% were recommended for ENGL 1001, and 32% were recommended for ENGL 1006. One student was recommended for ESL 2000, one for ENGL 1000, and one student did not receive credit.

For students who took ESE 0110, 96% received credit (not including students who dropped the course). Students who elected to take ESE 0110 participated in Directed Self-Placement as a part of the course and did not receive recommendations.

Appendix B4: Early Start 2012/13-2014/15

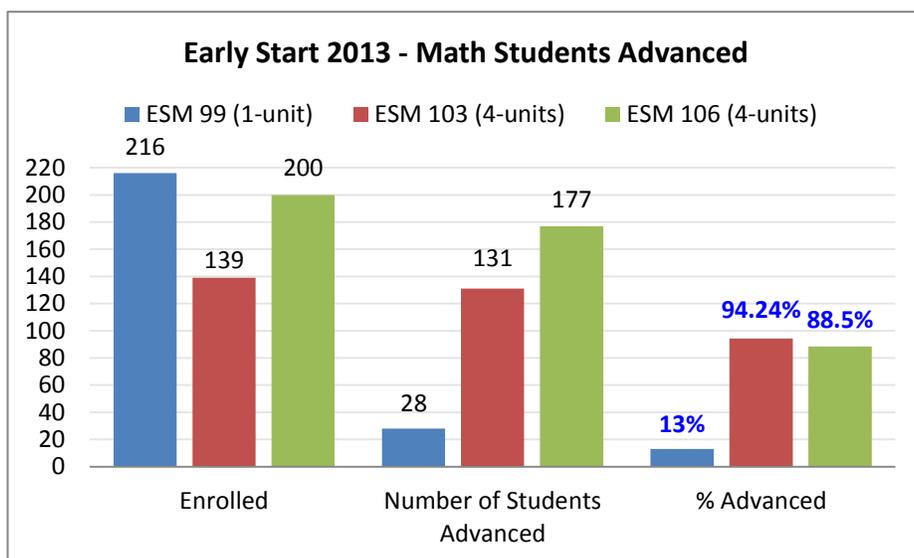
Early Start 2013

The Early Start Committee had its first meeting to prepare for summer 2013 on December 7, 2012. The committee met once or twice a month to discuss issues and solve problems in implementing Early Start (ES)

Students served:

<u>MATH</u>	Enrolled	Passed from 103 to 106	Passed to GE	Not Advancing/ Passing	No Show	% Advanced
ESM 99 (1-unit class)	216	13	15	175	13	13%
ESM 103 (4-unit class)	139	131	-	4	4	94.24%
ESM 106 (4-unit class)	200	-	177	18	5	88.5%
Totals	555	144	192	197	23	N/A

<u>ENGLISH</u>	Enrolled
ESE 110 (1-unit class)	109
ESE 1000 (3-unit class)	83
Total	192



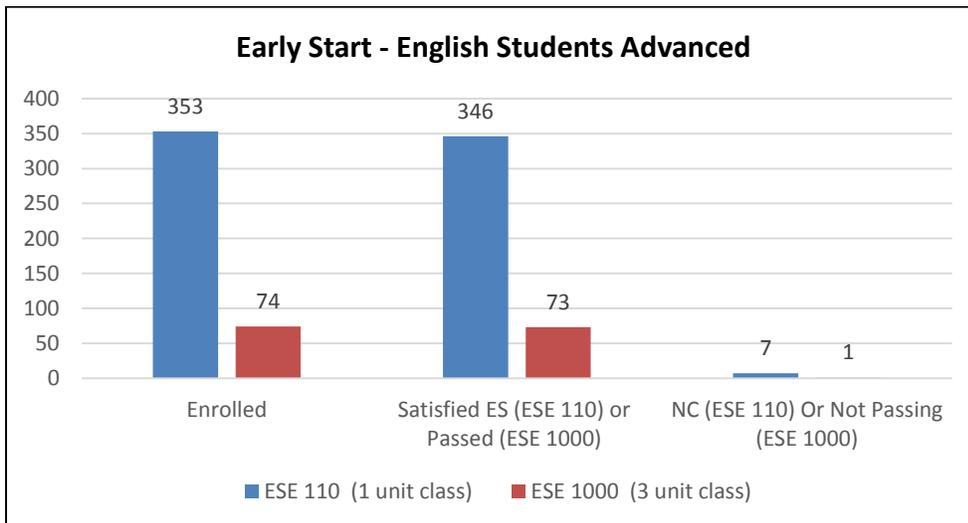
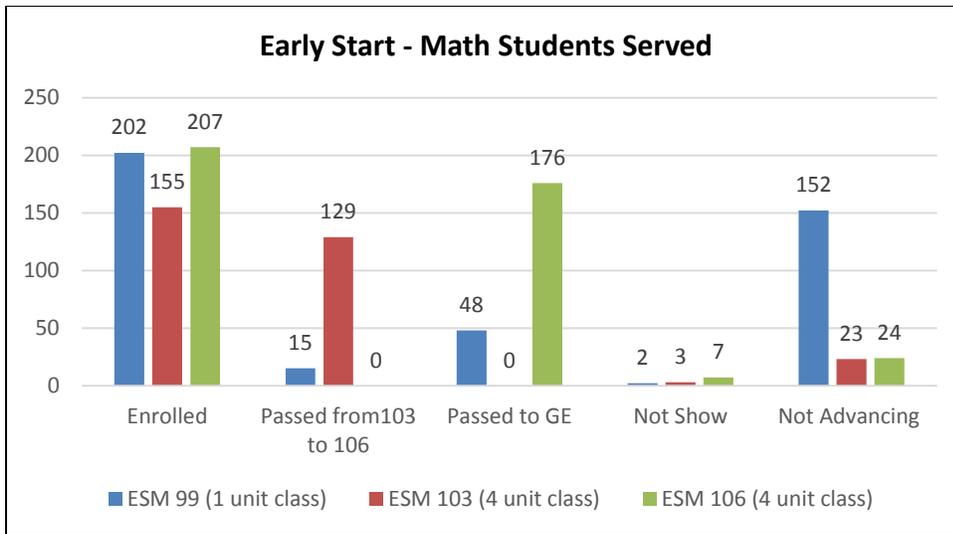
Summary:

- There were 10 sections of ESM 99 offered, 6 sections of ESM 103, and 9 sections of ESM 106. The advance rate was overwhelming more positive for the 4-unit classes.
- There were 9 sections of ESE 110 offered, 6 sections of ESE 1000, and 2 sections of ESE 1006 (Summer Bridge).

Appendix B4: Early Start 2012/13-2014/15

Early Start 2014

The Early Start Committee had its first meeting to prepare for summer 2014 on October 30, 2013. The committee met monthly to discuss issues and solve problems in implementing Early Start (ES).



Summary:

- Sections offered in English: ESE 110: 31; ESE 1000: 6
- Sections offered in Math: ESM 99: 9 sections; ESM 103: 7 sections; ESM 106: 11 sections
- A representative from Financial Services was asked to join the Early Start Committee, which was helpful in preventing obstacles from appearing the in the process for students.

Appendix B5: Modesto Junior College Transfer Model Curriculum Plan and Progress

TMC	Currently have similar major?	In Progress	Approved by CC	Approved by BOT	Submitted to CCCC	Approved by CCCC	Notes
Administration of Justice	YES		11/20/12	12/12/12	12/21/12	2/26/13	
Anthropology	NO		1/22/13	3/13/13	5/6/2013 Resubmitted 08/07/13	10/3/13	
Art History	YES		9/11/12	11/14/12	11/20/12	2/28/13	
Business Administration	YES		11/20/12	12/12/12	12/21/12	2/28/13	
Communication Studies	YES		3/29/11	5/11/11	5/18/11	6/2/11	
Computer Science	YES	X					Cannot be submitted until total units required (major and GE) = 60 or less
Early Childhood Education	YES		2/4/14	3/12/14	2/24/14	5/19/14	
Economics	NO						
Elementary Teacher Education	YES	X	2/4/14	3/12/14	5/14/14		
English	YES		4/16/13	6/12/13	6/17/13	10/11/13	
Film, Television, & Electronic Media	NO	N/A					
Geography	YES		3/4/14	4/9/14	5/14/14	7/23/14	
Geology	NO		4/10/12	5/9/12	3/13/13	4/15/13	IGETC Only
History	NO		4/16/13	6/12/13	7/31/13	9/18/13	
Journalism	NO	N/A					
Kinesiology	NO		11/20/12	12/12/12	12/21/12	6/25/13	
Mathematics	YES		4/12/11	5/11/11	6/8/11	6/15/11	
Music	YES		9/11/12	11/14/12	12/21/12	2/2/13	
Philosophy	NO		2/18/14	3/12/14	3/14/14	4/15/14	
Psychology	NO		4/16/13	6/12/13	12/9/13	2/4/14	
Physics	YES		4/16/13	6/12/13	7/31/13	9/18/13	IGETC Only
Political Science	NO		2/18/14	3/12/14	3/14/14	4/14/14	
Sociology	NO		4/16/13	6/12/13	6/17/13	7/1/13	
Spanish	YES		11/5/13	12/11/13	12/20/13		Two courses require CID submission before CCCC will approve
Studio Arts	YES		9/11/12	11/14/12	11/20/12	3/7/13	
Theatre Arts	YES		11/20/12	12/12/12	12/21/12	3/24/13	

TMC Summary

26 Finalized CCCC TMCs Available*
 24 Can be created at MJC
 21 CCCC Approved ADTs at MJC
 1 pending approval at CCCC
 13 of 15 Similar Majors Approved by CCCC
 8 of 9 with No similar majors approved
 1 pending for "similar" majors
 0 pending for "with no similar major"
 1 in progress locally "with similar major"
 0 in progress locally "with no similar major"

3 of 23 total degrees still need local development and approval

LEGEND

APPROVED BY CCCC

SIMILAR MAJOR: IN PROGRESS LOCALLY

PENDING AT CCCC

DISCONTINUED PROGRAM

NO SIMILAR MAJOR AT MJC: IN PROGRESS LOCALLY

* APPROVAL PENDING

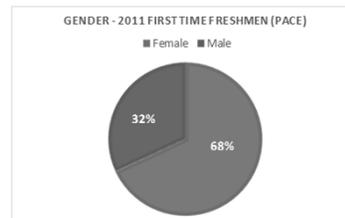
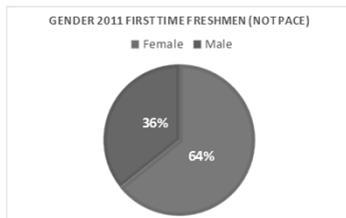
Source: Modesto Junior College Curriculum Resources - <http://curriculum.comm.mjc.edu/>

PACE Office - Year 5 Update

Michael Igoe, Interim Director

Fall 2011 cohort study sample

- The sample included 1,251 first time freshmen who enrolled at CSU Stanislaus in the Fall of 2011. One hundred and twenty two (122) of the students in the sample enrolled in the PACE program. The proportion of female students in the PACE cohort (83/122, 68%) was slightly larger than the proportion of female students in the non-PACE student cohort (725/1129, 64%).
- 2011 First Time Freshman Demographics (Non-PACE Students and PACE Students)



Fall 2011 cohort comparison

- The proportion of Hispanic students in the PACE cohort (88/122, 72%) was larger than the proportion of Hispanic students in the non-pace cohort (502/1129, 44%), while the proportion of white students participating in the PACE cohort (3/122, 2%) was much smaller than the proportion of white students in the non-PACE cohort (306/1129, 27%).
- Students in the PACE cohort ($n = 122$) were more likely to be Pell recipients (77% vs. 59%) than their peers who were not participating in PACE ($n = 1,129$) and were more likely to be first generation students (98.4% vs 77%) than their peers who were in the non-PACE student cohort.*
- Hypothesis: PACE Students who enter as FTFs lacking in academic capital, financial capital, and cultural capital do better than their non-PACE counterparts.*

*Statistical comparison done by CSUS IR, September 2014

Fall 2011 cohort results

- PACE provides a proven model for undergraduate student success and retention among first generation students and especially for the Hispanic population – the Fall 2011 cohort of PACE student had 93% total persistence and 92% persistence among Hispanics to the second year, compared to the Non-PACE cohort's 79% and 78% respectively. Among students who persisted to a fourth year, Hispanic PACE participants had a cumulative GPA of 3.01 through spring 2014, compared to a cumulative 2.92 GPA for Non-PACE Hispanic students. Seventy five percent (75%) of students persisted to a fourth year compared to 65% of CSU Stanislaus' Hispanic students from the Non-PACE cohort.*

*Multiple regression analyses from PACE 2011 First Time Freshman Cohort Study of IR data, September 2014.

Appendix C1: Stanislaus Education Partnership



The Stanislaus Education Partnership

GUIDE, PROMOTE, SUPPORT

OUR COMMITMENT:

Establish a learning and practice community committed to regular communication, shared data, and activities aimed at easing transitions for students between educational segments (K-12, California Community College, and California State University systems).

BACKGROUND

The California State University Graduation Initiative, the Modesto Junior College Student Success and Support Program (SSSP) and the Student Equity Initiative, and the Stanislaus County Office of Education Alliance for Regional Collaboratives to Heighten Educational Success (ARCHES) have set the stage for improved collaboration. Recent conversations have focused on the need to institutionalize and scale-up existing high-impact practices across the three educational segments. To date, these discussions have focused on Stanislaus County with the goal of establishing a framework for success that will allow additional regional partners to join the learning and practice community.

Barriers to Success

A fall 2013 Educational Advisory Board survey of Community College Administrators found that non-academic barriers (e.g., finances, support networks, career connections) were often the greatest impediments to academic transition and success, particularly for those students in the "missing middle"; these students generally do not qualify for specialized support programs and would be more likely to enroll, persist, and graduate with targeted interventions.¹ Developing student support resources to address non-academic barriers will benefit middle performers including first-generation and low-income students who may not have the support system and toolkit needed to navigate the pipeline between segments.²

Developing the Commitment

Building upon evidenced-based national best practices, representatives of California State University, Stanislaus, Modesto Junior College, and Stanislaus County Office of Education began meeting in spring 2014 to discuss strategies to foster and promote a college going culture in our region and increase student success. These representatives then established the Stanislaus Education Partnership.

¹ Community College Executive Forum. (2014). *Turning high school partnerships into college enrollments* (Rep. No. 28901). Washington, DC: Educational Advisory Board.

² Arnold, K., Fleming, S., DeAnda, M., Castleman, B., & Wartman, K. (2009). The summer flood: The invisible gap among low-income students. *Thought & Action*, 23-34.

Appendix C1: Stanislaus Education Partnership

OUR CHARGE

In addition to the commitment to engage in a community of learning and practice, the Stanislaus Education Partnership has established the following charge:

- **G**UIDE - Provide students and families with the necessary tools to prepare for and transition into an Institution of Higher Education (IHE).
- **P**PROMOTE - Increase awareness of new and existing programs to facilitate timely graduation.
- **S**SUPPORT - Aid students in transitioning from high school to college and 2-year to 4-year institutions.

OUR GOALS

With the understanding that activities will change from year to year, the overall goals of the Stanislaus Education Partnership are:

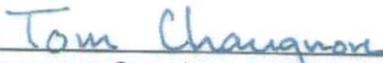
- Increase college enrollment in the region.
- Increase college graduation rates.
- Reduce time to degree.
- Close the achievement gap for underrepresented students.

ACTIVITIES

Recognizing that many successful programs are in place, the Stanislaus Education Partnership will focus on scaling-up evidenced-based best practices to reach a broader population of students. The Stanislaus Education Partnership will convene quarterly to address areas of progress as well as identify potential challenges. Developed activities will align strategies across systems and speak to the overarching goal of building support networks for students. Initiatives will be prioritized with a consideration of scope of impact, with the group selecting efficient and effective activities that will have broad and positive outcomes.

In building a community of learning and practice committed to easing transitions, we are laying the foundation for collaboration and continuous improvement. As the Stanislaus Education Partnership and future stakeholders engage in these activities, students will be better equipped with the tools they need to successfully navigate a path to college completion.

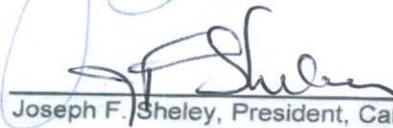
Signed:



Tom Changnon, Superintendent of Schools, Stanislaus County Office of Education



Jill Stearns, President, Modesto Junior College



Joseph F. Sheley, President, California State University, Stanislaus

Appendix C2: CSU Stanislaus EAP



Early Assessment Program: College Readiness

Early Assessment Program

[Students](#)

[Parents](#)

[Educators](#)

[Frequently Asked Questions](#)

[Meet the EAP Team](#)

[Early Start Information](#)

Events/Workshops

- [EAP Breakfast](#)
- [ERWC](#)
- [SMI](#)
- [Request a presentation](#)

Early Assessment Program: College Readiness

About the EAP: College Readiness

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

Goal

The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study.

The Challenge

More than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU require remedial education in English, mathematics or both. These 25,000 freshmen all have taken the required college preparatory curriculum and earned at least a B grade point average in high school. The cost in time and money to these students and to the state is substantial. Moreover, these students are confused by seemingly having done the right things in high school only to find out after admission to the CSU that they need further preparation.



Students

[Learn more](#)



Parents

[Learn more](#)



Educators

[Learn more](#)

Source: <https://www.csustan.edu/early-assessment-program>

Line Item	Expenditure	Cost	Goal	Description
5000 - Professional Dev., Consultants, Activities	Consultant - IEBC	\$ 31,840	All Goals	Assist w/data collection and analysis for Student Equity Plan development (travel included)
	Consultant - Center for Urban Education	\$100,000	Access & Completion	Deep professional development for faculty and administrators to understand and learn to address issues that impact student access and completion, particularly minority students. Development of an Equity Scorecard for the college.
	Professional Development - Program Evaluation	\$ 18,000	All Goals	Specific training on program evaluation design and implementation for outcomes analysis.
	Professional Development - training for faculty and staff in success and retention strategies and cultural competencies	\$ 35,000	Completion	Experts in cultural competency and success and retention strategies will provide multiple trainings for faculty and staff.
	Professional Development - K-12/Basic Skills alignment Summit. Training for Basic Skills faculty and high school teachers to align courses	\$ 22,000	Access, Basic Skills & ESL Completion	Presenters, training and course alignment discussions to create a pipeline from high schools to the college that increases transition and success for students of color
	Professional Development - GE Pathways Conference support and materials for CSU and MJC faculty to develop transfer pathways	\$ 30,000	Transfer	A series of conferences and meetings to develop transfer pathways with CSU Stan that increase transfer rates for students, especially those with disproportionate transfer rates.
5000-Travel	Travel: 8 faculty members to attend national First Year Experience Conference: Flight to Dallas (\$550 x 8) = \$4,400; Registration (\$590 x 8) = \$4,720; Hotel (\$240 x 5 days x 8) = \$9,600; per diem (6 days x \$40 x 8)= \$1,920; shuttle (\$70 RT x 8) = \$560	\$ 21,200	Completion	Faculty team will learn best practices for FTIC student courses and programs. They will be tasked with bringing to scale a new course & program to meet the needs of all students, particularly those now experiencing disparate impact.
	Travel: Visits to 4- 6 best practice locations by 8-member team. (\$500 - \$3,500 per visit)	\$ 20,000	Completion	Faculty teams visit national best practice sites to identify effective approaches for the college, including non-credit programs and FTIC

Appendix C4: Scaling High-Impact Practices



CALIFORNIA STATE UNIVERSITY, STANISLAUS

INTERIM ASSOCIATE VICE PRESIDENT OF ACADEMIC PLANNING AND ANALYSIS
ACCREDITATION LIAISON OFFICER

California State University, Stanislaus

Preparing to Scale High-Impact Practices

The time is right for CSU Stanislaus to participate in this initiative. The campus has received recognition by *Time* Magazine as being 28th out of 2500 colleges and universities nation-wide on the criteria of access, affordability, and educational outcomes. One outcome the University is particularly proud of is that the campus has closed the graduation rate gap between URM and NURM students to 2%.

The campus is also experiencing new energy for work on student success. After winding down two WASC Special Visits focused on faculty-administration relations, the campus community is now eager to focus more intently on existing and developing student success initiatives. Several student success activities are now underway that feature HIPs. Last year, the campus began a pilot in which faculty and/or departments could propose student success projects—nine faculty projects were funded. These recipients will report their assessment results at a campus conference this fall, and new proposals have been solicited for AY 2014-2015. In addition, eAcademy attendees are now redesigning courses, and faculty and the Advising Resource Center have initiated Supplemental Instruction in gateway courses. Finally, the campus is focusing on the Strategic Plan and its three overarching themes, one of which is student success. This fall, the campus will define priorities from the Strategic Plan that are to be measured within 2 years. It is yet to be determined what aspects of student success will be identified as priorities.

The 3 HIPs that CSU Stanislaus would like to focus on are as follows:

1. **First-Year Experience (FYE):** The FYE program was re-envisioned through a Title V grant and has now been institutionalized by infusing FYE content into the first course of Stretch English (ENGL 1006). This course was increased from 3 units to 4 units, and designated as fulfilling GE Area E1, with the second course in Stretch English (ENGL 1007) fulfilling GE Area A2. These classes are taught in a cohort model, giving FYE the benefit of also being a learning community. Retention and graduation rates are currently tracked for Title V reporting, as well as WPST scores (first attempt). Direct assessment of student work has also been completed and the program continues to assess student progress on established learning outcomes. Student feedback on levels of engagement and perceived achievement of student learning outcomes is also collected via an annual survey and results will be benchmarked to campus NSSE results. A little over 50% of the freshmen are enrolled in FYE. Six sections of ENGL 1006 include students in the Title V Program for Academic and Career Excellence (PACE), whereas the other 18 sections

Appendix C4: Scaling High-Impact Practices

do not. An assessment will be completed comparing student progress (using the metrics listed above) in PACE and non-PACE sections.

- 2. Service Learning (SL):** Service Learning, launched in 2000, is well-established in the reputation of CSU Stanislaus. CSU Stanislaus has been on the President's Higher Education Community Service Honor Roll every year since 2006 and has the distinction of a Carnegie Foundation's Community Engagement Elective Classification. For the AY 2013-14, 130 course sections were designated in PeopleSoft as SL sections with 2,623 students enrolled. The campus has been initiating the S4 management system over the past 2 years. The Office of Service Learning has identified 3 student learning outcomes; each has been assessed using an established rubric.
- 3. Faculty Mentor Program (FMP):** In the late 1980s, Faculty Mentor Programs were encouraged in the CSU. To the best of our knowledge, CSU Stanislaus has the only remaining FMP program based on the original model of faculty mentoring students in one-to-one relationships along with multiple events and activities for faculty and protégés. The FMP is unique as a faculty-led program in which faculty members develop the curriculum for the events and activities. In AY 2013-2014, the FMP had 37 active mentors and 111 paired students. The program has assessable program goals and learning objectives. Each year, learning objectives are identified around a theme that becomes the basis for events and activities. These objectives are assessed each year, and the program Board uses assessment information to close the loop by revising both processes and structure of the program. The FMP has data that indicate a favorable comparison of retention rates, graduation rates, and GPA for students involved in the program as compared to the university population. Although the students in this program are not currently identified in PeopleSoft, Enrollment Services has an implementation plan in place to create a student group for identification.

As described above, CSU Stanislaus has had success in implementing HIPs and scaling programs for broad student participation. CSU Stanislaus believes we can add to the information about institutionalizing FYE; not only has FYE been institutionalized, but the course that contains FYE content has been designated as fulfilling GE Area E1 and utilizes a cohort model learning community. The campus is also prepared to share its method of developing and accessing student learning outcomes in Service Learning. Finally, the campus can provide information on how to establish and maintain a faculty-driven mentoring program with a curriculum and assessment.

CSU Stanislaus is interested in joining this learning community to gain a better understanding of how others are tracking students in HIPs and determining which of the HIPs and/or what degree of participation is the most effective at promoting student success. For example, is there a tipping point in Service Learning where the experience has a greater impact on retention and graduation rates? If there is a tipping point, is it based on numbers of hours participated, type of assignment, nature of the reflection, level of engagement with the community partner, etc.? We want to know how to scale a small program that is very successful, such as FMP, within a rather tight budget. We also want to know how to make assessment in programs more robust and enable leaders to critically analyze individual students through their years on our campus.

The project lead will be Marjorie Jaasma, Interim AVP of Academic Planning & Analysis. This proposal has been reviewed by and is supported by James T. Strong, Provost and Vice President of

Appendix C4: Scaling High-Impact Practices

Academic Affairs; Suzanne Espinoza, Vice President of Enrollment and Student Affairs; John Tillman, Director of Institutional Research; Stanley Trevena, Interim AVP of Information Technology; and Bret Carroll, Speaker of the Faculty.

Section B. Executive Summary

Modesto Junior College (MJC), a federally-designated Hispanic-Serving Institution (HSI), provides educational opportunities for approximately 24,000 students. Multiple programs and services address the needs of our diverse student population. 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 equal opportunity for access and success. The plan was developed after thoughtful evaluation of current activities and review of student outcome indicators. Drafts of the SEP were reviewed by campus constituencies and approved by the by Academic Senate on December 4, 2014, College Council on December 8, 2014, and the YCCD Board of Trustees on December 10, 2014. The SEP and the progress toward reaching our goals will be evaluated and refined by the SSEC on an annual basis through the college process of participatory government.

Student Equity: The college is dedicated to improving student equity which means providing programs, policies and services 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 in the relevant educational setting” [Title 5 Section 55502(d)]

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, Anglo, Hispanic, Italian and Portuguese cultural traditions co-exist with Chinese, Basque, Sikh, Swede, Assyrian, Armenian, Russian, African American, Hmong, Laotian, Miwok and Yokuts indigenous groups, among others.

College faculty, staff and administrators are committed to developing, implementing, and improving 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 In so doing, the college will ensure that student services and instructional areas, including the Library and Learning Center, are best leveraged to support student success efforts, to build comprehensive learning experiences that holistically address student needs, and to close achievement gaps among student populations.

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, 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; access, success, and equity guidelines from multiple resources; and successful national models have informed and shaped this plan.

MJC used the “80% Rule” 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 a reference subgroup**. It is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

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 college constituents reviewed the original draft.

Student Success & Equity Committee

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)
- Co-Chair (Administration)
- Counseling Faculty Member (General Counseling)
- Counseling Faculty Member (Special Programs)
- Basic Skills Faculty Member (English/Reading/ESL)
- Basic Skills Faculty Member (English/Reading/ESL)
- Basic Skills Faculty Member (Math)
- Instructional Faculty Member (Career Technical Education)
- Instructional Faculty Member (General Education/Transfer)
- Vice President of Instruction
- Vice President of Student Services
- Dean, Literature and Language Arts
- Dean, Science, Math and Engineering
- Dean, Career Technical Education
- Dean, Student Services
- Classified Staff
- Classified Staff
- ASMJC Representative

The following are non-voting members:

- MJC Researcher
- Manager, Learning Center
- FTIC Coordinator
- Any faculty, staff, administrator, or ASMJC representative beyond the above that is appointed and continually serves on the committee

Target Groups: Modesto Junior College is committed to access, completion, and excellent education for all students in the service area. Particular groups are targeted for these areas, based on equity indicators. Additional research will be undertaken through this plan to identify disparate impact on other populations, including foster youth, veterans, students with disabilities, and economic subgroups. Current data identified these target groups:

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

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

- 1) Improved data collection, analysis and communication will lead to better informed faculty, staff and administrators and produce stronger evidence for decision making.
- 2) 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. This is a particularly important focus during the first year of the plan when many activities involve professional development and working with experts in the field. Activities during Years Two and Three will be refined to address findings during this first important period.

Indicator Findings and Goals:

ACCESS FINDINGS: When comparing the graduating class of feeder high schools to the MJC student population, MJC serves fewer males by eight percentage points and fewer Hispanics by the same number of percentage points. National data are similar to MJC on college going difference between males and females. The Hispanic data is more troubling, but a deficit of this analysis is that comparisons were not made in this analysis of the “First Time to MJC Class” to the exiting high school class.

There is a disparity of nine percentage points in Hispanic student enrollment compared to high school graduating seniors. Comparison of exiting high school graduates to entering MJC students will demonstrate whether or not there is disparate impact on other groups, such as African American students.

ACCESS GOAL: Increase the percentage of first-time-in-college Hispanic students.

COURSE COMPLETION FINDINGS: African American students demonstrate consistently lower success rates than other races/ethnicities. Their success rates have resulted in disproportionate impact across all types of coursework.

COURSE COMPLETION GOAL: Increase course completion for all students with particular attention to African American students.

ESL AND BASIC SKILLS COMPLETION FINDINGS: ESL transition rates to transfer level coursework are very low. Basic Skills transition rates in English and Math are low for Hispanic, African American and Pacific Islander students. Older students and students of color are less successful than the reference groups.

ESL AND BASIC SKILLS COMPLETION GOAL: Increase course completion in ESL and Basic Skills courses for all students with particular attention to African American and Hispanic students.

DEGREE AND CERTIFICATE COMPLETION FINDINGS: Almost 70% of cohort students earn 30 units, but only 11% of students earn a degree or certificate. According to the Transfer Velocity study, 30% of students transfer. While the methodologies are different for each indicator, the difference between the milestone of 30 units and those that earn a degree, certificate or transfer appears to be significant. These data points suggest further investigation. In regard to disproportionate impact, older students and students of color tend to do less well than reference groups.

DEGREE AND CERTIFICATE COMPLETION GOAL: Increase degree and certificate completion for all students with particular attention to African American and Hispanic students.

TRANSFER FINDINGS: Based on the Transfer Velocity report, 30% of students transfer. There is some disproportionate impact among student 20 years and older, Hispanics and “unknown” race/ethnicity.

TRANSFER GOAL: Increase the number of students who transfer to a four-year university with particular attention to Hispanic and African American students.

Major Initiatives for MJC Student Equity Plan

- Improve data gathering, analysis and communication
- Data coaching
- Enhance outreach and marketing efforts
- Develop new multi-disciplinary First-time-in-College (FTIC) course
- Explore and support course redesign and sequencing
- Deep dive in researching, identifying and implementing best practices to help students of color succeed
- Improvement of transfer pathways
- Faculty professional develop
- Proactive communication with students on progress-toward-completion (degree audit)

Section B. Campus-Based Research

The Chancellors' Office guidelines for student equity planning research identify five key areas to be investigated. These include Access, Course Completion, Basis Skills Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. Each of these five areas requires an analysis of disproportionate impact be conducted disaggregating data by the demographic variables of gender age and race/ethnicity.

In trailer bill language adopted after the guidelines were developed, additional breakouts by foster youth, veterans, disability, disabled and levels of poverty were added. These additional breakouts were addressed in course completion data but were added too late for a thorough analysis to be conducted and will be address in the next planning cycle. Given the size of MJC, to maintain statistical reliability, cell sizes of less than 100 were not included in the disproportionate impact calculations. That said, MJC recognizes there is disproportionate impact potentially occurring in cell sizes of less than 100. Consequently, we will analyze this information further through the implementation of this plan.

The following report displays and analyzes outcomes for the five indicators by the demographic variables originally cited.

The Chancellor's Office suggested methodology that creates cohorts of students who have to first attain a certain level of success before they are included greatly reduces the number of students reviewed in this analysis. While MJC used the Chancellor's Office methodology, we are committed to conduct local research on the MJC student population on each of the indicators, where appropriate, and data is available through the implementation of this plan to determine the actual outcomes.

Appendix D1: CAL-PASS PLUS MOU

MEMORANDUM OF UNDERSTANDING CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS (CAL-PASS PLUS)

This Memorandum of Understanding, herein referred to as “MOU,” is entered into by and between those school districts, community college districts, colleges, and universities (herein collectively “educational institutions”) who elect to accept its terms pursuant to Section 11 herein.

PREAMBLE

California Partnership for Achieving Student Success (Cal-PASS Plus) collects, analyzes, and shares student data in order to track performance and improve success from elementary school through university. To that end, Cal-PASS Plus will coordinate the process of consortium member educational institutions sharing academic performance data concerning students who have or who are attending their institutions by facilitating the transfer of data from the member educational institutions, ensuring the confidentiality of records and their consistency with FERPA (Family Education Rights and Privacy Act) guidelines, and providing technical assistance to member educational institutions.

The educational institutions who choose to participate in this MOU desire to evaluate and improve their respective educational programs through the analysis of academic performance data concerning students who have or who are now attending a consortium member institution. It is necessary, therefore, for the educational institutions to share student data on a reciprocal basis so that they may evaluate and analyze their respective educational programs.

Cal-PASS Plus is designed to improve transitions and success across educational segments. The educational institution members of Cal-PASS Plus will use Cal-PASS Plus data to develop, implement, and assess interventions to improve instruction. The preferred means for participation is for institutional faculty to engage in the Cal-PASS Plus vertical Professional Learning Councils.

THEREFORE, the educational institutions agree to the following terms of this MOU:

1. Data Sharing

The data shall be provided at least annually consistent with the dates established by Cal-PASS Plus administration. Said data shall be provided in the manner and form as specified by Cal-PASS Plus. The educational institutions shall have access to this data as set forth in the executed Data Sharing Educational Institutions form. The data shall be used only for conducting studies for the purpose of improving instruction. Any data received pursuant to this Memorandum shall be destroyed when it is no longer needed for the studies and no later than seventeen years from the date the data is first received. Cal-PASS Plus may, from time to time at

Appendix D1: CAL-PASS PLUS MOU

its discretion, provide student data from its members in an anonymous form to recognized educational research institutions for analysis in research concerning the improvement of instruction.

2. Confidentiality

The educational institutions will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, educational institutions shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
- b. All designated consortium members and staff and faculty at consortium educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.
- c. Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- e. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the “Family Educational Rights and Privacy Act” and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

Appendix D1: CAL-PASS PLUS MOU

3. Indemnification

Each educational institution participating in this MOU agrees to defend, indemnify, and hold each other educational institution participating in this MOU, and its officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

4. Entire Agreement

This document states the entire agreement between the educational institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

5. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

6. Assignment

None of the signatories to this MOU may assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU.

7. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

8. Waiver

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

9. Modification and Amendments

This MOU may be amended or modified at any time by mutual agreement of the authorized representatives of the signatories to this MOU. The educational institutions further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of

Appendix D1: CAL-PASS PLUS MOU

this MOU. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

10. Term of this MOU

This MOU shall be in effect for any institution commencing from the effective date established pursuant to Section 11 and will remain in effect until written notice is provided to terminate. Any participant (s) listed as a party to this MOU may terminate its participation by delivering written notice of its intent to terminate said participation to the project director or executive director of Cal-PASS Plus. However, termination by any participant(s) listed as a party will have no force or effect on the rights and responsibilities as to the remaining participants.

11. Joinder of Parties

The parties agree that any school district, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may become a party to this MOU by executing a letter addressed to the consortium stating as follows:

_____ hereby agrees to enter into the Memorandum of Understanding dated _____, and be bound by all of its terms and conditions, effective as of the date of this letter. A copy of the Memorandum of Understanding and a completed Data Sharing Agreement Form, signed by an authorized officer of the institution, are attached hereto.

Said letter shall be executed by an authorized officer of the institution.

Signed: _____ **Date:** _____

Print name: _____

Title: _____

Appendix D2: GE Pathways Presentation

Pathways

A PROPOSAL FOR GE ENGAGEMENT

The Discussions

- Compass I & II grant programs (Tuedio)
- Faculty Directed Study activities (Strahm)
- General Education Advisory (Marshall)
- Pathways to Success (Todd)

The Problems

- For GE:
 - Menu-driven, consumerist nonsense
 - Little coherence, especially for transfers
 - Confusing rationales, even for faculty teaching them
- For Our Students:
 - Need to enhance the route to graduation
 - Especially for students at risk of drop/stop out
 - Desire to increase equity for under-represented minority students
 - Promote “community of scholars” models of curricular development

Pathways

- Pathways bundle together lower-division coursework with co-curricular activities and an upper-division cluster
 - The LD bundles can be identical at different institutions
 - The activities bring together students from different institutions
 - Activities provide the opportunity to suture LD coursework within a focused context
- Co-curricular activities shown to help at-risk students
- Cluster brings all these together on the way to a minor degree of study

Appendix D2: GE Pathways Presentation

GE Pathways at CSU Northridge

General Education Paths

At CSUN we offer you the possibility to make the most out of your General Education experience. Students enrolled in the GE Paths program explore a special theme or major question from an interdisciplinary perspective in the context of their general education requirements. You choose one of the different paths offered in the program based on your personal and intellectual interests and you take courses associated with the path. You do not have to take any additional courses in order to fulfill the requirements for the path.

ARTS, MEDIA, AND CULTURE

EVOLUTIONARY THINKING

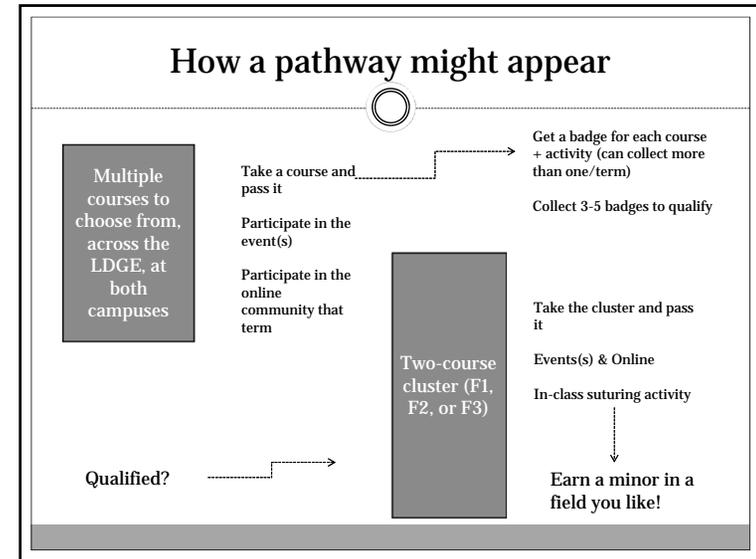
GLOBAL STUDIES

HEALTH AND WELLNESS

PRINCIPLES OF SUSTAINABILITY

SOCIAL JUSTICE

<https://www.youtube.com/watch?v=L-O12Ko1hhs>



Types of Pathways Possible at CSU Stanislaus

- Community Studies
- Social Equity
- Water and Land
- Peace and Conflict
- Art and Entrepreneurship

Benefits of GE Pathway

Students find **GE coherence**; perhaps well outside their major

Promotes retention and persistence to degree, gives transfers a direction

Gives greater grit and purpose to LDGE, and anchors UDGE with a Stan Stamp

Connects MJC and CSU Stanislaus faculty and students via coursework & collaboration via events: **Natural MJC to CSU "Pathway" and Learning Community**

Utilizes "community of scholars" approach

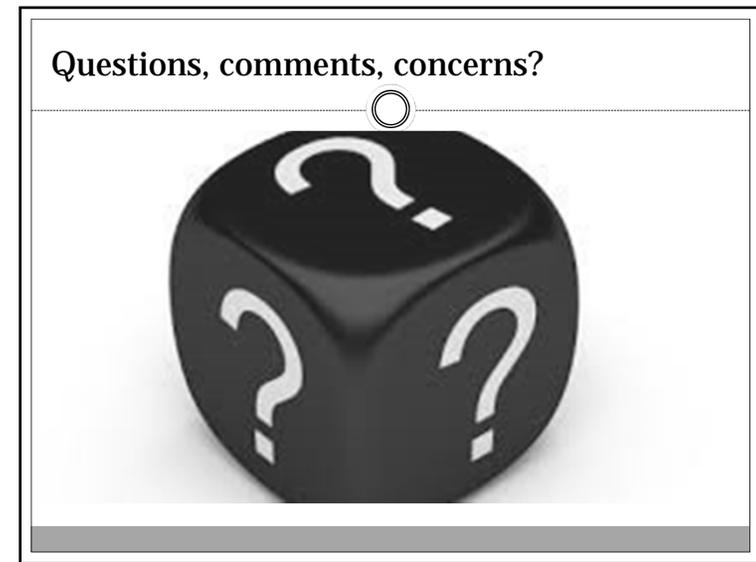
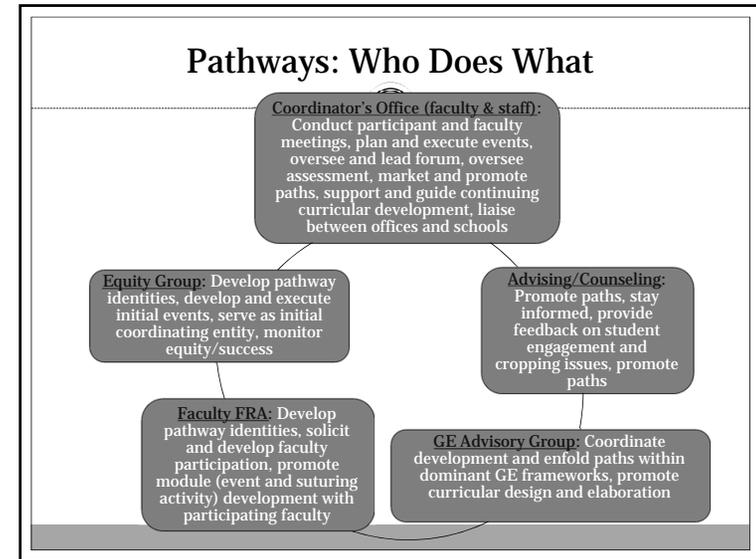
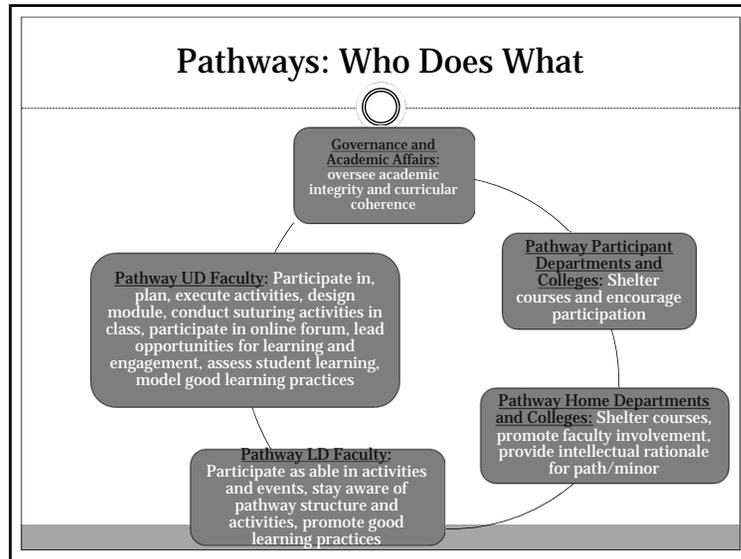
Enhanced student contact with faculty at MJC and CSU

Grounded in **Student Equity** framework and **drives student success**

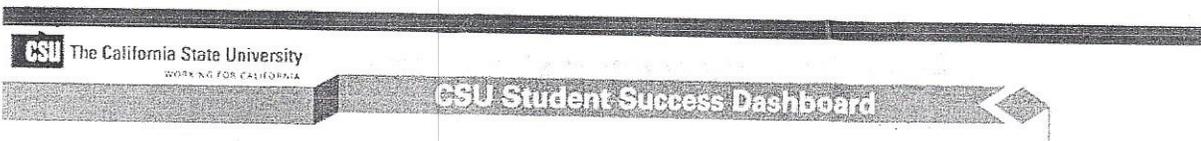
Allows more coherent LDGE advising, educational planning

Catches funding: this brings together a number of traditionally grant-funded activities in a compelling way

Appendix D2: GE Pathways Presentation



Appendix D3: Action Research Project Ideas - CSU Stanislaus

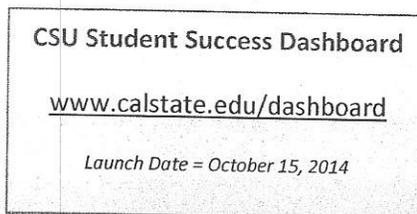


Action Research Project Ideas CSU Stanislaus

The Chancellor's Office encourages faculty and administrators to utilize data from the CSU Student Success Dashboard, as well as your institution's databases and/or dashboards, to analyze and improve student outcomes in furtherance of the CSU Graduation Initiative.

To assist in this effort, we have analyzed your campus data in the Dashboard to identify several salient issues related to student persistence and success. These issues—as well as contextual information culled from the scholarly literature—are outlined in the pages that follow, along with specific suggestions for potential action research projects. The analyses are provided to inform your development of campus student success proposals. Your campus is encouraged to also leverage local analyses in proposal development.

We invite you to submit a proposal based on one or more of these critical issues and/or a separate topic related to student success at your institution.



Critical Issue 1: Persistence Patterns and Gaps among Various Student Groups

In spite of relatively high first-year persistence rates (80-87 percent), CSU Stanislaus data show consistent drops in student persistence after the second year. Depending on the cohort, persistence between year two and year three drops about 10 percent, and at the start of year four, two-thirds of each freshmen cohort is still enrolled. These persistence patterns lead to sixth-year graduation rates between 50 and 57 percent. While the retention literature often focuses on the first two years as the critical period after which students are more likely to persist and graduate (Hanover Research, 2011), CSU Stanislaus students appear to drop out in substantial numbers each year. In other words, persistence remains a challenge even after several years of continuous enrollment.

First-year persistence rates vary among sub-groups of CSU Stanislaus students. They are highest among Asians and those who do not require remediation in Math. By the start of the third year, persistence rates among African Americans and males have slipped substantially. Sixth-year graduation rates are highest among whites, Asians, and females, and lowest among African Americans and students who require remediation in both English and Math.

Research Context

Across the United States, racial and ethnic groups that have been traditionally underrepresented in higher education (Latinos, African Americans, American Indians, Pacific Islanders) are less likely to persist from year to year and to graduate from college than are their white and Asian counterparts. Low-income students and those who require remediation in Math and/or English are also less likely to persist and graduate (Adelman, 2006; Swail, Redd, & Perna, 2003). There are numerous explanations for these patterns, and Seidman (2005) notes that determinants of persistence and attrition vary among underrepresented populations. For example, three main determinants affecting persistence among Latinos include 1) being underprepared for academic work, 2) absence from family, and 3) inadequate knowledge of financial aid opportunities and processes. Common factors leading to attrition among all underrepresented populations are: lack of academic preparation; absence of a critical mass, either at the institution or within a program; and financial need (Seidman, 2005).

However, persistence and success in college are not determined solely by a student's race or ethnicity, socioeconomic status, or other demographic factors; indeed, the scholarly literature shows that persistence is correlated with a number of factors that can be at least somewhat influenced by universities. For example, Pascarella and Terenzini (2005) note that academic performance is the highest predictor of student persistence, but that programmatic interventions—especially for underprepared students—are moderately effective in persistence, as is supplemental instruction in academic skills. Swail, Redd, and Perna (2003) cite campus climate, availability and ease of financial aid, and a commitment to engaging students both socially and academically as factors under the institution's locus of control. Seidman (2005) argues that student satisfaction is highly correlated with persistence, and that satisfaction is connected to person-environment fit: the congruency of the student to the institution or to the unit (or major). Tinto (2006-2007) views the faculty as the key to institutional interventions and efforts in advancing student persistence. At large colleges and universities, students' primary and sometimes sole interaction with the institution occurs within classrooms, and thus faculty actions in the classroom—and outside the classroom as advisors—are essential to keeping students engaged in the main function of the university: academic development and learning.

The scholarly literature on persistence indicates the complexity of determining what works for improving persistence. Part of this complexity is due to the fact that what may improve persistence among certain groups at one type of institution (or in urban or rural areas, or at highly-diverse campuses, or within certain majors) may not be as effective in other situations. Swail (2006) suggests that institutions disaggregate student populations (by ethnicity/race, income level, gender, residential status, academic preparedness, and the like) as a first step to better understanding and improving retention. Tinto (2006-2007) proposes a two-pronged approach that includes determining why students leave, as well as what the institution can do to retain them.

Appendix E: Promoting Student Success while Reducing Costs to Students and Taxpayers

Promoting Student Success while Reducing Costs to Students and Taxpayers

Targeted interventions, advising, and communication between the three educational segments, will be used as strategies to accomplish project goals. In doing so, the three Stanislaus Education Partnership institutions will respond to student concerns regarding finances as well as reducing the cost to the state and federal government.

Increasing college enrollment is vital to the success of the region. Based on the U.S. Census Bureau State and County Quickfacts (2014), 16.3% of Stanislaus County residents hold a bachelor's degree or higher in comparison to 30.5% statewide. The median household income from Stanislaus County (2008-2012) was \$49,866 compared to \$61,400 statewide and 19.2% of the County's population lives under the poverty line compared to the state average of 15.3%. Nationally, data from the Bureau of Labor Statistics (2013) demonstrate that median weekly earnings increase by 41% when an individual has a bachelor's degree vs. a high school diploma. The rate of unemployment for individuals with a two-year and four-year degree also decline significantly when compared to counterparts without a degree (high school dropout – 11%; high school -7.5%; Associate's degree - 5.4%; bachelor's degree - 4%).

Recognizing the cost of non-completion to the local economy, there is also a significant cost associated with student attrition for individual students as well as the state and federal government. Students who fail to persist, of course, will still have debt, but will not have the wage advantages of a student with a 2-year or 4-year degree. When students fail to persist, there is also a cost to the state and federal government – and taxpayer. American Institutes for Research (2010) report, for the five-year period between 2003-2008, California spent \$466,700,000 in state expenditures (state appropriations and student grants) on first-year only (students that did not return for their sophomore year) students at four-year public colleges and universities. For the same period, \$60,900,000 in federal student grants was awarded to California students who failed to return after the freshmen year in college.

Many students at Modesto Junior College and CSU Stanislaus are eligible for state and federal aid; however, there is a cost associated with delay to career as well. Based on Bureau of Economic Analysis (2013) County-level reporting, the average annual per capita personal income for Stanislaus County was \$35,259. With extended time to degree, students are not entering the workforce and are not spending money in the community.

References:

- Schneider, M. (2010, October). Finishing the first lap: The cost of first-year student attrition in America's four-year colleges and universities. American Institute for Research. Retrieved from http://www.air.org/sites/default/files/AIR_Schneider_Finishing_the_First_Lap_Oct101.df
- U.S. Bureau of Economic Analysis. (2014). Table 1: Per capita personal income by county, 2011-2014. Retrieved from

Appendix E: Promoting Student Success while Reducing Costs to Students and Taxpayers

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Appendix F1: CEO Letters of Support

Joseph F. Sheley, President, California State University, Stanislaus

Jill Stearns, President, Modesto Junior College

Tom Changnon, Superintendent, Stanislaus County Schools



CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE PRESIDENT

December 10, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

As President of California State University, Stanislaus, I strongly support the Awards for Innovation in Higher Education application submitted by our university on behalf of the Stanislaus Education Partnership. The Partnership is a collaboration among California State University, Stanislaus; Modesto Junior College; and Stanislaus County Office of Education.

In initial discussions with Jill Stearns, President of Modesto Junior College, and Tom Changnon, Stanislaus County Superintendent of Schools, we identified the need for increased collaboration among these three educational segments to increase the number of students from the San Joaquin Valley who enroll in an institution of higher education and who graduate with a college degree. I am committed to partnering with the K-12 system and Modesto Junior College to reduce barriers and enhance student success at all levels. I am particularly concerned about students in the “missing middle.” Whereas the top 10 percent of high school students with the highest GPAs are aware of college opportunities and systems, and the bottom 10 percent of students with the lowest GPAs have access to academic boot camps such as summer bridge programs, the 80 percent of the students in the middle are often missing from college because they do not know how to navigate the college system and are not aware of the opportunities and processes for obtaining financial aid. Students in the “missing middle” are very likely to benefit from interventions that provide opportunities and assistance in accessing college admission and financial aid. Reaching these students requires collaboration between K-12 and institutions of higher education.

As an educational leader in California’s San Joaquin Valley, I am very aware of the low percentage of college educated workers and the relatively low socioeconomic status of many of the Valley residents. Because of the low percentage of college educated parents, CSU Stanislaus is proud to provide an education to many first-generation college students. Currently, 76.8 percent of CSU Stanislaus students are first generation college students whose success in college will be a significant achievement personally and for their families and will help the State of California meet the economy’s need for more college-educated citizens. In addition, CSU Stanislaus is a Hispanic-Serving Institution with 52.8 percent of the study body identifying as Hispanic. CSU Stanislaus is pleased to be recognized as a national leader in enrolling and graduating Hispanic students. By graduating

increasing numbers of underrepresented minorities and first-generation college students, we are providing a valuable resource to the San Joaquin Valley's economic and cultural wellbeing. However, I realize that improving the college-going rate and culture of the San Joaquin Valley requires more than efforts at CSU Stanislaus. Improving all levels of education is critical to the region we serve.

Because of the need for collaboration across all levels of education, I called together leaders from Modesto Junior College and the Stanislaus County Office of Education to discuss a partnership. The fruit of these and subsequent discussions by leaders from the three organizations throughout 2014 resulted in the Stanislaus Education Partnership agreement. The Stanislaus Education Partnership has identified four goals to which CSU Stanislaus, Modesto Junior College, and the Stanislaus County Office of Education are deeply committed:

1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

The Partnership goals support the advancement of the priorities of the Awards for Innovation:

1. Significantly increase the number of bachelor's degrees awarded.
2. Allow students to complete bachelor's degrees within four years after beginning higher education.
3. Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

As President of California State University, Stanislaus, I am personally committed to the Stanislaus Education Partnership and pledge the commitment of the University to the goals of the Partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joseph F. Sheley", followed by a long horizontal line extending to the right.

Joseph F. Sheley
President

December 16, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

On behalf of Modesto Junior College and the more than 18,000 students we serve, I am pleased to submit this letter of support for the Awards for Innovation in Higher Education application submitted by California State University, Stanislaus, on behalf of the Stanislaus Education Partnership – a collaboration between California State University, Stanislaus, Modesto Junior College, and Stanislaus County Office of Education.

Modesto Junior College has long supported and played an active role in the intersegmental educational partnerships and initiatives in our region. The college has demonstrated a commitment to initiate, implement and evaluate efforts to foster a college going culture and promote student success in collaboration with our regional educational partners. In this era of accountability MJC continues to be mindful of the need implement new, creative plans of action that build innovative educational models that are efficient, effective and in the best interest of students. To this end we readily joined in discussions with California State University, Stanislaus and Stanislaus County Office of Education to identify avenues through which we could strengthen institutional relationships. The outcome of these relationship development efforts resulted in the establishment of the Stanislaus Education Partnership, in which four goals have been identified, and to which the three participating agencies are deeply committed:

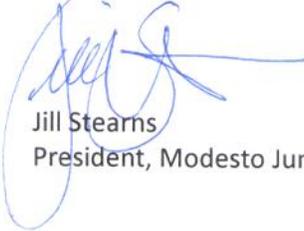
1. Increase college enrollment.
2. Increase college completion rates.
3. Reduce time to degree.
4. Close the achievement gap for underrepresented students.

MJC is delighted to be part of the Partnership and we are confident that the Partnership goals support the advancement of the priorities of the Awards for Innovation:

- Significantly increase the number of bachelor's degrees awarded.
- Allow students to complete bachelor's degrees within four years after beginning higher education.
- Ease transfer through the state's education system by better recognizing learning that occurs across the state's education segments and elsewhere.

MJC looks forward to the continued advancement of the student success policies, practices, and systems we have already implemented. We look forward to continued cooperation and collaboration as the Partnership moves forward in expanding these initiatives. We believe deeply in the work we are doing to effect change and educational outcomes in our region and appreciate your favorable consideration of this application. I feel the Partnership is especially well positioned to deliver these outcomes. I, along with the faculty, staff and students of MJC as well as the residents in the communities that we serve hope you will share our point of view and support our efforts to continue to change lives through educational opportunities.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jill Stearns', with a long horizontal flourish extending to the right.

Jill Stearns
President, Modesto Junior College

December 19, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

My title is Superintendent of Schools for Stanislaus County, and I am writing this letter in support of the application for the Innovation Award being submitted by CSU, Stanislaus. The Stanislaus County Office of Education (SCOE) represents the 25 districts in the county in regard to formal and informal relationships with our local Institutions of Higher Education: Modesto Junior College and California State University at Stanislaus. We have always enjoyed strong relationships with these entities, but lately we have been collaborating more than ever to strengthen them for the benefit of students who begin in the K-12 public school systems and then transition to local colleges. These recent, intensified efforts began before we had any knowledge of the opportunity to write for this Innovation Award. I and my staff strongly support the Stanislaus Education Partnership; have fully participated in the development of this application; and will continue to dedicate staff, time, and other resources to ensure its development and success.

This latest effort began with the new President of CSU, Stanislaus extending an invitation to this office to join an effort to articulate a better transition for the students we have in common. SCOE has recently launched an initiative: Destination Graduation, the goal of which is to increase high school graduation rates in this county. Our discussions about graduation rates with both CSUS and MJC have centered around stretching SCOE's original goal to encompass successful graduation from the junior college and then from the CSU campus as well. It is very clear that to strengthen this community, make it an attractive place for new businesses and inhabitants, and offer a brighter future for our students, educational success is critical. Specifically we hope to

1. Increase college enrollment
2. Increase college completion rates
3. Reduce time to degree
4. Close the achievement gap for underrepresented students

In dedicated work with MJC and CSUS, we want to create a better, stronger Central Valley, particularly a better, stronger Stanislaus County. The K-12 system must do its part to prepare students for the world of college and careers, the charge of the implementation of the new Common Core standards. As we strengthen this system and better inform parents and their students, we want to significantly increase the number of bachelor's degrees awarded, more specifically and importantly, those completed in four years. A critical component of our work together as a Stanislaus Education Partnership is to better understand each other's systems so that we can



Tom Changnon, Superintendent

1100 H Street • Modesto, CA 95354 • (209) 238-1700 • FAX (209) 238-4201

streamline the experience of students as they transition from one entity to the other. Through the course of these initial conversations, we have already identified topics for further discussion. And we hope to learn such that we can all advise our students and their parents well to ensure that these goals are met.

I want to reiterate that my staff and I are absolutely committed to this newly formalized Stanislaus Education Partnership. We have already come to the table to do good work, and this Award, if conferred, would ease our ability to continue to work, but we are dedicated to this effort regardless. Should you need any additional information from this office, please do not hesitate to ask.

Sincerely,

Tom Changnon

Tom Changnon
Superintendent of Stanislaus County Schools

Appendix F2: California State Legislators - Letters of Support

Kristin Olsen, Assemblymember, 12th District

Tom Berryhill, State Senator, 8th District

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0012
(916) 319-2012
FAX (916) 319-2112

DISTRICT OFFICE
3719 TULLY ROAD, SUITE C
MODESTO, CA 95356
(209) 576-6425
FAX (209) 576-6426

WEBSITE: www.assembly.ca.gov/Olsen

Assembly California Legislature



KRISTIN OLSEN
ASSEMBLYMEMBER, TWELFTH DISTRICT

COMMITTEES
VICE CHAIR: AGRICULTURE
VICE CHAIR: EDUCATION
ACCOUNTABILITY & ADMINISTRATIVE
REVIEW
HIGHER EDUCATION

December 16, 2014

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Re: Awards for Innovation in Higher Education – CSU Stanislaus Application

To Whom It May Concern:

The purpose of this letter is to offer my hearty support for the application submitted by California State University, Stanislaus for the State of California Awards for Innovation in Higher Education.

Education leaders at CSU Stanislaus have partnered with the Stanislaus Office of Education and Modesto Junior College to ensure that evidence-based best practices are utilized to make communities in the Central Valley stronger. By ensuring that students are maximizing their educational opportunities, the Stanislaus Education Partnership is better-preparing students for a more successful transfer process, faster rates of graduation, and for relevant career opportunities.

I encourage you to take this opportunity to give CSU Stanislaus and the Stanislaus Education Partnership the credibility and resources it needs to expand upon their work. Thank you for giving their application your strong consideration.

Sincerely,

A handwritten signature in blue ink that reads "Kristin Olsen".

Kristin Olsen
Assemblymember, 12th District

California State Senate

SENATOR
TOM BERRYHILL
EIGHTH SENATE DISTRICT



January 6, 2015

Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

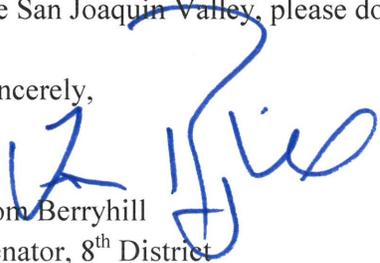
I am writing as a State Senator representing the San Joaquin Valley in strong support for the Awards for Innovation in Higher Education application submitted by California State University, Stanislaus on behalf of the Stanislaus Education Partnership. I am especially pleased that the Partnership is a collaboration among three important contributors to the Valley's economic vitality and intellectual capital: CSU Stanislaus, Modesto Junior College, and the Stanislaus County Office of Education.

The Stanislaus Education Partnership's focus is on promoting a college-going culture in the Valley and helping students earn a degree in a timely and cost-efficient manner. I believe that the Partnership is committed to an innovative approach to increasing college enrollment, increasing college completion rates, and closing the achievement gap for historically unrepresented students.

I fully endorse the efforts of these educational institutions to increase the number of first-generation college students who attain a bachelor's degree, because an educated workforce will greatly enhance the economic and cultural well-being of the San Joaquin Valley. I believe that the Partnership's attempts to reduce barriers and enhance student success at all levels deserves support.

It is for these reasons that this well-thought-out collaboration merits an Award for Innovation in Higher Education. If I can provide any other information in support of this important endeavor for the San Joaquin Valley, please do not hesitate to contact me at my Sacramento Capitol Office.

Sincerely,


Tom Berryhill
Senator, 8th District

Stanislaus County dropouts come back, take graduation walk

BY NAN AUSTIN - NAUSTIN@MODBEE.COM

12/19/2013 6:44 PM | Updated: 12/19/2013 9:22 PM



Robert Crist gets a hug from teacher Lori Figueroa after he received his high school diploma during a commencement ceremony for the first graduating class from the Come Back Kids charter school at the Peterson Event Center in Modesto on Thursday December 19, 2013. The Come Back Kids charter school, run by the Stanislaus County Office of Education, gives dropouts a second chance to finish their work and receive a high school diploma. AALFARO@MODBEE.COM

A second-chance school for dropouts celebrated its first graduation ceremony for 26 young adults who made another try and persevered to get a high school diploma.

The Come Back Kids charter school, run by the Stanislaus County Office of Education, serves students up to age 23 with academic classes and job-skills training.

“We were expecting 25 students to start this year, but the program has been extremely popular and we currently have over 140 students enrolled,” said Tom Changnon, Stanislaus County’s superintendent of schools.

The school launched this year in connection with SCOE’s new Destination Graduation initiative. The goal of the multiyear initiative is to increase the percentage of students in Stanislaus County who graduate with a high school diploma.

“We’re providing opportunities for students who realize that they made a mistake and are looking for a second chance to get a high school diploma,” said Scott Kuykendall, the director of career, charter and alternative education at SCOE.

Appendix G2: Student Success Spotlight



Student Success Committee

Committee Membership

Graduation and Retention
Quick Reference

What's Happening with Student
Success on Campus?

Meeting Agendas

Student Success Spotlight

Graduation Initiative

Resources

University-Wide Assessment >

Contact Information

Address

Student Success Committee
California State University,
Stanislaus
One University Circle
Turlock, CA 95382

See: [Maps & Directions](#)

Student Success Spotlight

Student Success Spotlight

The purpose of the CSU Stanislaus Student Success Spotlight is for members of the campus community to come together and share ideas for integrating techniques proven to improve student success into all areas of the University.

November 7, 2014 11:00am - 1:30pm FDC 118

Student Success Spotlight
November 7, 2014
11:00AM - 1:30PM
FDC 118

Come learn how faculty and students are working to support student success on campus.

Please feel free to attend any or all of the presentations!
Please RSVP for lunch to spwette@csustan.edu by Oct. 31st.

Presentation Schedule:

11:00am	Opening Remarks by President Sholey
11:00am - 11:15am	Making your Mark Visible (Article in BioScience) <i>Rebecca Robbins (for Stacy Schweitzer), Art</i>
11:15am - 11:30am	Retention / Graduation Rate Analysis within the Art Major <i>Rebecca Robbins, Art</i>
11:30am - 11:45am	Stanislaus Writing Center Pilot Project <i>Peaks Harrington-Schmidt & Matt Moberly English / Tutoring Center</i>
11:45am - 12:00pm	Utilizing Graduate Teaching Assistants to Increase Student Success <i>Katherine Roper, History</i>
12:00pm - 12:30pm	Lunch by RSVP
12:30pm - 12:45pm	Advising: The Key to Student Success <i>Brent Powell & Eric Hoff, Kinestiology</i>
12:45pm - 1:00pm	Generation of a Backboard Homework Machine & a Non-Comprehensive Pre-Lecture Note Set <i>Mike P. Strommen, Chemistry</i>
1:00pm - 1:15pm	Student Literary Practices Across the Curriculum <i>John Wittman, English</i>
1:15pm - 1:30pm	Mentoring to Prepare Students for Lifelong Success <i>Elaine Peterson & Michele Joseph-Rydzinski</i>

Presented by the Office of the Associate Vice President for Academic Planning and Analysis
Please email spwette@csustan.edu with any questions or to RSVP for lunch.

Source: <https://www.csustan.edu/student-success-committee/student-success-spotlight>

Appendix G3: ARCHES

ARCHES is a voluntary confederation of regional collaboratives whose sole purpose is to improve student success and close the achievement gap among groups of students. The overarching goal of the collaborative, individually and collectively, is greater student academic achievement, opportunity, and equity in California.

“Through ARCHES-ENLACE, local leaders will work together to find ways to improve student achievement. It is the hope that ARCHES-ENLACE will help lead the way to regional collaborative efforts throughout California”.

Jack O'Connell,
Former, State Superintendent of Public Instruction

SCOE



1100 H Street
Modesto, CA 95354

Phone: 209-238-1733
Fax: 209-238-4242
E-mail: kwoerz@stancoe.org

	Stanislaus County Office of Education 1100 H Street Modesto, CA 95354
	El Concilio 1314 H Street Modesto, CA 95354
	University of California, Merced 520 North Lake Road Merced, CA 95353
	Children & Families Commission 1100 H Street Modesto, CA 95354
	Modesto Junior College 435 College Ave. Modesto, CA 95354
	Parent Institute for Quality Education 1124 11th St., Suite B Modesto, CA 95354
	California State University Stanislaus One University Circle Turlock, CA 95382
	Migrant Education • Region III 1336 Stonum, Bldg. E Modesto, CA 95351
	Stanislaus Partners In Education 1100 H Street Modesto, CA 95354
	Advancement Via Individual Determination Reg. 6 (AVID) P.O. Box 213030 Stockton, CA 95213



**Alliance for
Regional
Collaboratives
to Heighten
Educational
Success**

ARCHES Central Valley Regional
P-16 Collaborative—Stanislaus
(Preschool-College)



Our Mission

To build a College-Going Culture among low income and underrepresented students from communities with historically low college-going rates. The services provided by this collaborative are augmented by the following:

- ◆ Curriculum relevance is reinforced by business partners who demonstrate ways that mathematics, science, and language skills are used in the workplace;
- ◆ College campus tours and college informational events for parents and students with an emphasis on financial aid and scholarships are integral components in achieving sustainable results.

Appendix G3: ARCHES

ARCHES Central Valley Regional P-16

As a part of Stanislaus County's support to increase college readiness and participation, the ARCHES (ARCHES is the Alliance of Regional Collaboratives to Heighten Educational Success) Central Valley Regional P-16 Collaborative was formed.

The mission of the collaborative is to build "A College Going Culture" among low income and underrepresented students and to increase college enrollment among students from communities with historically low college going rates. The student achievement goal is to increase the number of these students who complete gate-keeper curriculum such as Grade 8 Algebra, to enable them to complete the A – G requirements while in high school, and be CSU/UC eligible upon graduation.

This is accomplished through Pre-Algebra, Algebra, and Geometry summer academies for students. College students majoring in Math and Science, (many seeking a teaching credential, from California State University Stanislaus) provide tutor support during the academies as well as throughout the academic year.



Memorandum of Understanding

A Memorandum of Understanding (MOU) is completed between the participating district(s) and Stanislaus County Office of Education (SCOE)/ARCHES.

The MOU requires the School District to:

- ⇒ send one or more representatives to quarterly ARCHES Collaborative meetings on an ongoing basis and to agreed upon monthly planning meetings during the initial year of planning and district implementation;
- ⇒ share student data, including annual enrollment in grade 8 Algebra and student performance data (summer academy test results, CST results, and other student data);
- ⇒ select instructional materials and hire master or tenured teacher(s) for the summer academies; and
- ⇒ provide transportation and fund the cost of teacher(s) and curriculum.



Memorandum of Understanding (continued)

The MOU requires SCOE/ARCHES to:

- ⇒ oversee and facilitate ARCHES Collaborative meetings;
- ⇒ assist district staff in planning and coordinating academies and related meetings or events;
- ⇒ assist the district with finding resources and services, such as classroom facilities, tutors, grant opportunities available for ARCHES Collaborative partners; and
- ⇒ send annual reports to state ARCHES Collaborative liaisons.

Current Participants:

Stanislaus County Office of Education/ ARCHES Collaborative currently has Memoranda of Understanding with the following districts:

- ◆ Ceres Unified School District
- ◆ Empire Union School District
- ◆ Newman-Crows Landing Unified School District
- ◆ Patterson Joint Unified School District
- ◆ Waterford Unified School District



Appendix G4: Stanislaus READS



Stanislaus Community Foundation
For good. For ever.

GIVE
New & Current Donors

RECEIVE
Grants & Scholarships

IMPACT
Community Initiatives

ADVISE
Professional Advisors

LEARN
About the Foundation

DONATE
Make a Contribution



Impact

We work with local organizations to find the best solutions to large-scale issues.

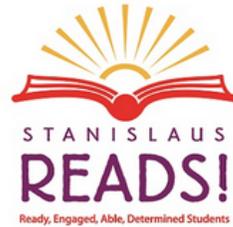
[Home](#) » [Impact](#) » [Initiatives](#)

IN THIS SECTION

Initiatives

Nonprofit Search

Community Resources & Data



In Stanislaus County, only 39% of 3rd grade students are reading at grade-level; this means a majority are not, and they are at a higher risk for dropping out of high school, teenage pregnancy and sadly, incarceration.

Stanislaus Community Foundation, in partnership with Stanislaus County Office of Education, the Children and Families Commission, Stanislaus County Libraries and several school districts, are joining forces to participate in the national [Campaign for Grade-Level Reading](#). The larger campaign is a network of communities that are working within their respective regions to turn the tide so that every student has a chance of success.

Our local grade-level reading initiative, Stanislaus READS!, will focus on three challenges to reading success that are amenable to community solutions:

- **The Readiness Gap:** Too many children from low-income families begin school already far behind.
- **The Attendance Gap** (Chronic Absence): Too many children from low-income families miss too many days of school.
- **The Summer Slide** (Summer Learning Loss): Too many children lose ground over the summer months.

To learn more about our local efforts to improve grade-level reading and how to join our broad base of community stakeholders, please contact Amanda Hughes at ahughes@stanislauscf.org.

Source: <http://www.stanislauscf.org/impact/initiatives>

Appendix H1: Organizational Initiatives and Goals

CSU Stanislaus Graduation Initiative 2025

In the CSU Graduation Initiative 2025, launched in October 2014, CSU system Chancellor White committed to raising the system-wide six-year graduation rate to 60% by 2025 and to redouble efforts to close the achievement gap. The campus has already achieved the goal of reducing the six-year graduation rate gap for URM students to 2% with its 2007 cohort, but will work to continue improvement. New areas of focus in the 2025 initiative include outcomes related to the four-year graduation rate, two- and four-year graduation rates for transfers, and the gap between Pell versus non-Pell FTF graduation rates. The campus has been working on student success initiatives formally since 2003 and will continue this work both on campus and through the joint activities developed by the Stanislaus Education Partnership.

Modesto Junior College Student Equity Initiative

Using a methodology established by the California Community College's Chancellor's Office for determining equity gaps, disaggregated data were analyzed and indicator findings used to establish groups, target goals, and planned activities to address achievement gaps. Based on the review of current data, the following target goals were established:

1. Access Goal: Increase the percentage of first-time-in-college Hispanic students.
2. Course Completion Goal: Increase course completion for all students with particular attention to African American students.
3. ESL and Basic Skills Completion Goal: Increase course completion in ESL and Basic Skills courses for all students with particular attention to African American and Hispanic students.
4. Degree and Certificate Completion Goal: Increase degree and certificate completion for all students with particular attention to African American and Hispanic students.
5. Transfer Goal: Increase the number of students who transfer to a four-year university with particular attention to Hispanic and African American students.

As outlined in the MJC Student Equity Plan, an action plan has been developed for each indicator including projected completion dates through fall 2017.

Stanislaus County Office of Education

ARCHES

The mission of the ARCHES Central Valley Regional Collaborative is to build a college-going culture among low-income and underrepresented students from communities with historically low college-going rates. The target outcomes include having ARCHES students meet or exceed A-G completion rates (UC and CSU requirements) and California High School Exit Examination (CAHSEE) pass rates for the site, district, and county rates. Data on completion and pass rates are collected and analyzed annually.

Destination Graduation

Five pillars of activity have been specified under the Destination Graduation Initiative including:

1. Mentoring: Increase the number of mentors available to students in Stanislaus County through community partnerships.
2. Sharing of Best Practices: Highlight best practices from other successful endeavors and, when possible, replicate them (e.g., Come Back Kids).

Appendix H1: Organizational Initiatives and Goals

3. Parent Involvement and Support: Investigating best practices and engaging in support structures for parents.
4. Road Trip- Journey to Success: Partnering with junior high and elementary schools to identify “at-risk” students based on apathy/attendance, a cohort of students will be identified and engaged in a summer transition program between sixth and seventh grade. This program will use technology, involve staff from junior high schools, and incorporate students into an existing club on campus to ease transition. For summer 2015, the target is two pilot schools with 15 students from each.
5. Stanislaus READS: Tied to the National 3rd Grade Reading Campaign, this program will work to increase the number of students reading at grade level by 3rd grade. The program will focus on School Readiness (reviewing Head Start data for the number of kindergarten-ready students); attendance (decreasing the number of chronically absent students and increasing the overall ADA for schools in the county), and addressing Summer slide (increase the number of opportunities for summer engagement for students and their families).

Appendix H2: References

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