Athletic Training / Sports Medicine Program Review 2017
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1. Program Overview

Program Overview

Click generate text to review the program awards that are listed under this department. Next to each program award listed:

- Please denote if it should be included here, or should be listed elsewhere
- Answer yes or no, if the program has external regulations
- Additional lines, if needed, may be added by typing the tab key while in the last cell
- Any additional notes can be added in the box below the table

<table>
<thead>
<tr>
<th>Program Awards</th>
<th>Include in Review (yes/no)</th>
<th>External Regulations (yes/no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHLETIC TRAINING / SPORTS MEDICINE, AS</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Offer an AS degree for students to successfully transfer to a four year college.
The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate 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.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College. (Overview Suggestions: How consistent is the program with the institutional mission, vision, core values and/or goals? How are aspects of the institutional mission addressed within the program? Is the program critical to the pursuit of the institutional mission?)

The Athletic Training program at MJC is designed to prepare students for appropriate procedures in prevention, care and rehabilitation of athletic injuries. This degree is also designed to transfer students to four-year institutions where they can continue their education to fulfill the requirements of the National Athletic Trainer's Association. This will lead to the student’s eventual eligibility to challenge the national examination, and upon successful completion of the required courses and passing the exam, become a Certified Athletic Trainer.

This degree can also set students of for success in other healthcare, fitness or coaching fields. Students in the athletic training/sports medicine program successfully transfer to universities and continue with their education or enter into beginning positions in healthcare, such as aids and coaches.

Briefly describe the activities and accomplishments of the department since the last program review.

Bobby Boswell (retired): was inducted into the CCCTA Hall of Fame in 2016.

Jamie DeRollo:

- is the Big 8 Athletic Training Representative for the CCCATA
- is the California Athletic Trainers Association, Secretary
- is the Far Western Athletic Trainers Association, Chair for the College and University Committee
- is the Intercollegiate Council for Sports Medicine, Chair for NAIA and Community Colleges
- was CCCATA Athletic Trainer of the Year for 2017
2. Student Achievement and Completion

College Goal for Student Achievement: Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the Success Rate Data Dashboard and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

Over the last 2 years the success rate has been between 77% and 82% overall. Both males and females have 79% success rates for the last 2 years. All ethnicities are 79 to 100% success rate across the board.

Locate your department equity rates on the Success Rate Data Dashboard (by pressing on the equity tab). Examine these rates, disaggregated by ethnicity, gender, and modality, over the last two years. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

There are currently no gaps.

What is your set goal for success? Do your department and individual course rates meet this goal?

The goal for success is to increase the success rate to 85% across the board.

If your rates for success are lower than your goals, what are your plans to improve them?

Success rates are at high 70 and low 80s. The goal is to increase that. One thing to address is to continue with the individual meetings with the students to work on their academic success. This allows for specific help in choosing correct classes and being successful.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?
No distance education is offered for the athletic training/sports medicine classes/degree. Everything is face-to-face which enhances the clinical experiences.

Conferred Award Trends

Review the Program Awards Dashboard, using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

The new athletic trainer has a set goal of 25 degrees awarded per year. This is a slight increase from the past 2 years. There was 20 and 22 degrees awarded for the last 2 years. There might be a slight decrease for a year or two. This is attributed to the retirement of long time athletic trainer who initiated the program. There was some speculation that there was no longer going to be a sports medicine program/degree. There was a delay in having the classes in the course catalog, as the school was waiting on hiring another athletic trainer and having everything set. This caused low enrollment in classes and the new athletic trainer is working on returning the program numbers to where it once was and to improve on those numbers.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Currently, the new athletic trainer is going to local career fairs and guest lecturing in feeder high schools about the athletic training program and sports medicine degree.
Course Success Rates by Ethnicity, Gender, and Modality

Ethnicity for 2015-2016 & 2016-2017

- **Asian**: 16
- **Black, AA**: 26
- **Filipino**: 7
- **Hispanic**: 249
- **Native American**: 5
- **Pacific Islander**: 3
- **Two or More**: 8
- **Undeclared**: 120
- **White, NH**: 146

Gender

- Female: 79.7%
- Male: 75.7%

Modality

- Face to Face: 77.2%
3. Student Learning Outcomes

Instructions
This section of the Program Review measures student learning.

PLO / GELO / ILO Outcomes

To ease in analysis, trending charts have been created by Research and Planning on the Learning Outcomes Dashboard website. Using these charts, you can identify your current success rates in student achievement towards the outcomes. Considering your current outcome success rates, and previous semester, set a department aspirational goal, and what your outcome success rates are currently. Later you will be asked to outline a plan to achieve this threshold, but for now, simply supply the Goal % and Current % for each level.

Note: If the dashboards do not show your Learning Outcomes, please ensure that they have been mapped in eLumen. Each course will need to be mapped to each applicable PLO, GELO, and ILO. The Outcome Assessment Workgroup has created a web page detailing the work already done -> PLO, ILO, and GELO Assessment grids. For additional assistance, review the Course Learning Outcome Assessment web pages, or contact Nita Gopal at gopalm@mjc.edu.

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)

What is your set goal for PLO success? Do your overall rates meet this goal?

Currently, PLO are:
1. Successfully transfer to a four year school
2. Apply critical thinking to design, monitor and preventative and rehabilitation plans, as well as provide emergency care.
3. Successfully perform NATA competencies, and be well versed in NATA perspectives, current research and procedures.

All ethnicities are at the 73% and higher mark in all areas with exception of the Native American category and that number is low because there was only one person identified as such.

Overall rates meet or exceed this goal.

General Education Learning Outcomes (GELO)

If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

N/A

Institutional Learning Outcomes (ILO)

What is your set goal for ILO success? Do your overall rates meet this goal?
Continuous Quality Improvement
If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

All ethnicities are at the 73% and higher mark in all areas with exception of the Native American category and that number is low because there was only one person identified as such.
Overall rates meet or exceed this goal.

Equity and Success
Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

All ethnicities are at the 73% and higher mark in all areas with exception of the Native American category and that number is low because there was only one person identified as such.
Overall rates meet or exceed this goal.
### Program Learning Outcomes, by Ethnicity for MPEHE, All, ATHLETIC TRAINING - SPORTS MEDICINE, AS

1. Successfully transfer to a four (4) year degree program.
   - **Asian**: 100.0%
   - **Black, AA**: 73.1%
   - **Filipino**: 100.0%
   - **Hispanic**: 74.7%
   - **Native American**: 33.3%
   - **Pacific Islander**: 76.6%
   - **White**: 87.5%
   - **Undeclared**: 100.0%

2. Apply critical thinking to design and monitor preventive and rehabilitative plans, as well as provide emergency care.
   - **Asian**: 100.0%
   - **Black, AA**: 73.1%
   - **Filipino**: 83.3%
   - **Hispanic**: 78.2%
   - **Native American**: 33.3%
   - **Pacific Islander**: 100.0%
   - **White**: 79.3%
   - **Undeclared**: 90.9%

3. Successfully perform NATA competencies, and be well versed in NATA perspectives, current research, and procedures.
   - **Asian**: 100.0%
   - **Black, AA**: 73.1%
   - **Filipino**: 83.3%
   - **Hispanic**: 78.2%
   - **Native American**: 33.3%
   - **Pacific Islander**: 100.0%
   - **White**: 79.3%
   - **Undeclared**: 90.9%

4. Comply with degree related institutional GELO's.
   - **Asian**: 100.0%
   - **Black, AA**: 73.1%
   - **Filipino**: 80.0%
   - **Hispanic**: 75.2%
   - **Native American**: 33.3%
   - **Pacific Islander**: 76.0%
   - **White**: 76.0%
4. Curriculum and Course Offerings Analysis

Saving your Work
Before clicking links to dashboards, please click the **Save Draft** button to save your work without submitting.

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please [view this filtered spreadsheet](#), using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

| All courses in this program have been received in spring of 2014 and are scheduled to be reevaluated spring 2019. All courses are in compliance. |

Provide your plans to either inactivate or teach each course not taught in the last two years.

| All courses have been taught in the last two years and there are no plans to inactivate any courses in this program. |

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

| The College Catalog accurately displays the descriptions and requirements for all courses and educational awards in this program. |

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

| Currently, there are no plans for additional courses in this program. |

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

| N/A |
Course Time, Location and Modality Analysis

Please follow this link and review the Course Attributes in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

For the department, in the last 2 years, a majority of the classes are offered during the day or offered online with a couple of options for evening classes. The sports medicine program is only offered on site as there are clinical components that have to be taught kinesthetically and need to be done face-to-face.

The sports medicine classes are taught on the East Campus as that is where the sports medicine classroom and Athletic Treatment Facility are located. All of the equipment and modalities are on the East campus and it make sense to continue teaching on the East Campus and face-to-face classes.
Course Attributes

**Section Distribution**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Days</th>
<th>Evenings</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>67%</td>
<td>10%</td>
<td>22%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>51%</td>
<td>9%</td>
<td>40%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>54%</td>
<td>7%</td>
<td>39%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>53%</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>45%</td>
<td>5%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Fill Rate Distribution**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>&lt;80%</th>
<th>80-89%</th>
<th>90-99%</th>
<th>&gt;100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>17.6%</td>
<td>2.9%</td>
<td>14.7%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>20.0%</td>
<td>17.1%</td>
<td>25.7%</td>
<td>37.1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>31.3%</td>
<td>15.6%</td>
<td>25.0%</td>
<td>28.1%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>21.9%</td>
<td>3.1%</td>
<td>34.4%</td>
<td>40.6%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>48.3%</td>
<td>17.2%</td>
<td>13.8%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

**Sections Offered by Time of Day**

- **Days:**
  - 2012-2013: 33
  - 2013-2014: 34
  - 2014-2015: 37
  - 2015-2016: 37
  - 2016-2017: 27

- **Online:**
  - 2012-2013: 11
  - 2013-2014: 27
  - 2014-2015: 27
  - 2015-2016: 30
  - 2016-2017: 30

**Sections by Location (Dual listed multiple)**

- **East:**
  - 2012-2013: 93.3% fill on East (31 secs)
  - 2013-2014: 69.5% fill on East (28 secs)
  - 2014-2015: 51.9% fill on East (31 secs)
  - 2015-2016: 62.2% fill on East (29 secs)
  - 2016-2017: 59.5% fill on East (20 secs)

- **DE:**
  - 2012-2013: 101.8% fill on DE (11 secs)
  - 2013-2014: 85.7% fill on DE (27 secs)
  - 2014-2015: 85.3% fill on DE (27 secs)
  - 2015-2016: 81.0% fill on DE (30 secs)
  - 2016-2017: 75.7% fill on DE (30 secs)
5. Program Analysis

Saving your Work
Before clicking links to dashboards, please click the Save Draft button to save your work without submitting.

Static vs. Live Metrics
Due to the dashboards using static, "snapshots" of data, some metrics might differ from other college systems. This most often occurs with current or the last semester, due to records changing since the dashboard was last updated. Additionally, sections which are cross-listed, quads, or other atypical sections, may not report correctly. If you have questions or concerns, please contact Research and Planning (x6220), or your department dean, who can provide current data from Crystal Report. These supplemental sources can be attached to the review for the record.

Program Personnel
Please refer to the Department Faculty and Sections Dashboard to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full-Time or Part-Time (adjunct)</th>
<th>Hire Date (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie DeRollo</td>
<td>Full-Time</td>
<td>8/1/2016</td>
</tr>
<tr>
<td>Bobby Boswell</td>
<td>Full-Time</td>
<td>8/1977</td>
</tr>
<tr>
<td>Christopher Ludwig</td>
<td>Adjunct</td>
<td>8/1/17</td>
</tr>
</tbody>
</table>

Long time athletic trainer and program coordinator Bobby Boswell retired after 38 years of service to Modesto Junior College. Jamie DeRollo was hired to replace Bobby and Christopher Ludwig was an adjunct to teach some classes for the sports medicine program.

Faculty Assignments
Please refer to the Department Faculty and Sections Dashboard to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Term (e.g. 2016 Fall)</th>
<th># Taught by FT Faculty</th>
<th># Taught by Other Faculty</th>
<th># Sections Offered / Term</th>
<th>Program Fill Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring 2016-all prior semesters</td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Departmental Productivity Measurements

If not pre-filled, please complete for **two years** the following table of indicators, as listed on top of the Productivity Dashboard. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.

<table>
<thead>
<tr>
<th>Term (e.g. 2016 Fall)</th>
<th>FTEF</th>
<th>FTES</th>
<th>FTES/FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Fall</td>
<td>3.0</td>
<td>48.43</td>
<td>16.14</td>
<td>484.35</td>
</tr>
<tr>
<td>2016 Summer</td>
<td>1.2</td>
<td>14.56</td>
<td>12.13</td>
<td>363.94</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>3.89</td>
<td>61.11</td>
<td>15.72</td>
<td>471.65</td>
</tr>
<tr>
<td>2015 Fall</td>
<td>3.1</td>
<td>58.58</td>
<td>18.90</td>
<td>566.94</td>
</tr>
<tr>
<td>2015 Summer</td>
<td>1.8</td>
<td>24.02</td>
<td>13.34</td>
<td>400.29</td>
</tr>
<tr>
<td>2015 Spring</td>
<td>3.91</td>
<td>68.11</td>
<td>17.43</td>
<td>523.01</td>
</tr>
</tbody>
</table>

Bobby Boswell taught all sports medicine classes up until his retirement. After he retired Jamie DeRollo became the full-time faculty and Christopher Ludwig taught classes as an adjunct.
Productivity Measures

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Season</th>
<th>Division</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple values)</td>
<td>(All)</td>
<td>MPEHE</td>
<td>(Multiple values)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>FTES</th>
<th>FTES/FTEF</th>
<th>WSCHE/FTEF</th>
<th>Cost/FTES</th>
<th>1st Census Enrolled</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015MFA</td>
<td>14.48</td>
<td>273.49</td>
<td>18.89</td>
<td>566.62</td>
<td>$2,292</td>
<td>2,676</td>
</tr>
<tr>
<td>2016MSP</td>
<td>11.85</td>
<td>208.11</td>
<td>17.57</td>
<td>527.01</td>
<td>$2,752</td>
<td>2,042</td>
</tr>
<tr>
<td>2016MSU</td>
<td>5.22</td>
<td>69.13</td>
<td>13.24</td>
<td>397.28</td>
<td>$1,839</td>
<td>715</td>
</tr>
<tr>
<td>2016MFA</td>
<td>12.28</td>
<td>226.47</td>
<td>18.44</td>
<td>553.26</td>
<td>$2,514</td>
<td>2,260</td>
</tr>
<tr>
<td>2017MSP</td>
<td>10.60</td>
<td>165.15</td>
<td>15.58</td>
<td>467.41</td>
<td>$3,225</td>
<td>1,615</td>
</tr>
<tr>
<td>2017MSU</td>
<td>5.40</td>
<td>74.74</td>
<td>13.84</td>
<td>415.23</td>
<td>$1,807</td>
<td>776</td>
</tr>
</tbody>
</table>
6. Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn’t been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the Program Review Instructions page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Athletic Training room upgrades</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Additional full-time athletic trainer/Instructor</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Whirlpool and equipment upgrades</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Additional classroom facility</td>
<td></td>
</tr>
</tbody>
</table>

Resource Request and Action Plan

Please click Save Draft before launching!

The link below will launch the Launch SLO Resource Allocation Request portion of the review. This will open in a new window, allowing you to input your program requests in regards to improving student learning outcomes. Overall program needs can be added at the end of the review.

Please number the beginning of each line on your resource request with the priority ranking, 1 most important, 2 next, etc.

When complete, please return here and continue with your final entries.

Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?

(https://www.mjc.edu/governance/rac/documents/iemallocationsummary20142015.pdf)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

<table>
<thead>
<tr>
<th>Resource Allocated</th>
<th>PR Year</th>
<th>Evaluation / Measured Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
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7. Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

n/a

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

n/a

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

n/a

What factors serve as barriers to recruiting active faculty to your program(s)?

n/a

Review Process Feedback

Please share any recommendations for improvements in the Program Review process, analysis, and questions. Your comments will become part of the permanent review record.

n/a
8. Executive Summary

Executive Summary

Feel free to copy and paste from Word or other sources directly into the space below. If formatting is not preserved, try pasting to Notepad, then copying and pasting from there, adding formatting in eLumen.

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The division has seen steady increases in FTE’s. Athletic Training is one of the largest growing degree programs within the state system and California will soon be requiring athletic trainers in every public school. We need to promote program to students and work to incorporate student success and retention. Highlighting student graduates and transfer successes and becoming more visible to the high schools can improve the success of this program.