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1. Program Overview

Instructions

Supplemental information, links to previous reviews, and dashboards can be accessed from the review, please ensure your pop-up blocker is turned off, or use Ctrl-Click to bypass it. You may copy and paste in to this document from Word or notepad. The form, as it stands, can be downloaded using the PDF or Word document link on the top right.

Please review each question below, following the prompts and links given in the help text. Additional help, and a list of frequently asked questions is available on the Program Review Instructions page.

To save your work,

click Save Draft, found at the bottom of the review. Use Publish only when you have finalized your entry, and are ready for that portion to be reviewed. Individual sections or the entire document can be published.

To add additional collaborators,

- Click Design View,
- Then click the SI Collaborators button.
- Search by name and select. If name does not appear, change the drop-down role button to faculty.

To prefill the program table,

- Click Generate, then edit the table as needed.
- If the Generate button is missing, contact Research and Planning (x6220) to be added as a collaborator.

To Add or Remove Questions,

- Click Design View,
- Then use the Gear Icon to add at top or bottom,
- Browse the Section Templates for additional questions,
- Select, and Click Add.

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

[addl help]

<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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Response and follow-up to previous program reviews

On the Departmental Program Review webpage, please locate your department and the previous program review. After viewing the commendations and recommendations, please complete the following questions;

Describe how your department has responded to the commendations and recommendations of the previous review.

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

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?)
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 CCCC 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 CCCC 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?

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?

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

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

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?
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?

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

Course Success Rates for Selected Terms - Dots represent sections, box central distribution

Sample Success Rate Trends, sortable by Department, Semester, Modality, and Course.
Course Success Rates by Ethnicity, Gender, and Modality

Ethnicity for 2015-2016 & 2016-2017

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5,851</td>
</tr>
<tr>
<td>Black, AA</td>
<td>3,575</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,677</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47,548</td>
</tr>
<tr>
<td>Native American</td>
<td>1,057</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1,186</td>
</tr>
<tr>
<td>Two or More</td>
<td>1,005</td>
</tr>
<tr>
<td>Undeclared</td>
<td>33,373</td>
</tr>
<tr>
<td>White, NH</td>
<td>47,189</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>69.4%</td>
</tr>
<tr>
<td>Male</td>
<td>66.3%</td>
</tr>
</tbody>
</table>

Modality

<table>
<thead>
<tr>
<th>Modality</th>
<th>Sample Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>69.3%</td>
</tr>
<tr>
<td>Online</td>
<td>62.9%</td>
</tr>
</tbody>
</table>

Sample Success Rates sortable by Division, Department, Semester, Modality. Disaggregated by Ethnicity, Gender, Modality.
### Degrees Awards and Certificates - Trended

#### Academic Program Awards, 2015-2016 & 2016-2017

Select Dept., Division, or Program, or use dropdown filters to focus charts.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Division ID</th>
<th>Department ID</th>
<th>Academic Program</th>
<th>Associates</th>
<th>Certificates</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Multiple values)</td>
<td>(All)</td>
<td>(All)</td>
<td>(All)</td>
<td>205</td>
<td>84</td>
<td>289</td>
</tr>
<tr>
<td>MGEN</td>
<td></td>
<td></td>
<td></td>
<td>236</td>
<td>45</td>
<td>281</td>
</tr>
<tr>
<td>MAHCO</td>
<td></td>
<td></td>
<td></td>
<td>302</td>
<td>73</td>
<td>375</td>
</tr>
<tr>
<td>MALHE</td>
<td></td>
<td></td>
<td></td>
<td>800</td>
<td>3</td>
<td>803</td>
</tr>
<tr>
<td>MBSS</td>
<td></td>
<td></td>
<td></td>
<td>419</td>
<td>72</td>
<td>491</td>
</tr>
<tr>
<td>MBUSI</td>
<td></td>
<td></td>
<td></td>
<td>108</td>
<td>260</td>
<td>308</td>
</tr>
<tr>
<td>MFACO</td>
<td></td>
<td></td>
<td></td>
<td>55</td>
<td>225</td>
<td>280</td>
</tr>
<tr>
<td>MINST</td>
<td></td>
<td></td>
<td></td>
<td>72</td>
<td></td>
<td>72</td>
</tr>
<tr>
<td>MLLA</td>
<td></td>
<td></td>
<td></td>
<td>89</td>
<td></td>
<td>89</td>
</tr>
<tr>
<td>MPEHE</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td>MPUBS</td>
<td></td>
<td></td>
<td></td>
<td>596</td>
<td></td>
<td>596</td>
</tr>
<tr>
<td>MSME</td>
<td></td>
<td></td>
<td></td>
<td>35</td>
<td>84</td>
<td>119</td>
</tr>
</tbody>
</table>

Sample Academic Program Awards, sortable by Year, Division, Department, and Program.
### Degrees Awards and Certificates

#### Academic Year

(Multiple values)

#### Division

(All)

#### Department

(All)

#### Academic Program

(All)

#### Award Type

(All)

#### 2015-2016 & 2016-2017

<table>
<thead>
<tr>
<th>Award Type</th>
<th>2015-2016</th>
<th>Female</th>
<th>Male</th>
<th>Unlisted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
<td>2015-2016</td>
<td>545</td>
<td>11</td>
<td>11</td>
<td>1,042</td>
</tr>
<tr>
<td></td>
<td>2016-2017</td>
<td>440</td>
<td>11</td>
<td>11</td>
<td>897</td>
</tr>
<tr>
<td>Certificates</td>
<td>2015-2016</td>
<td>297</td>
<td>147</td>
<td>4</td>
<td>548</td>
</tr>
<tr>
<td></td>
<td>2016-2017</td>
<td>231</td>
<td>135</td>
<td>10</td>
<td>576</td>
</tr>
</tbody>
</table>

#### By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>96</td>
<td>43</td>
</tr>
<tr>
<td>Black, AA</td>
<td>122</td>
<td>63</td>
</tr>
<tr>
<td>Filipino</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Hispanic</td>
<td>762</td>
<td>762</td>
</tr>
<tr>
<td>Native Am.</td>
<td>867</td>
<td>867</td>
</tr>
<tr>
<td>Pacific Isla.</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>White, nH</td>
<td>719</td>
<td>719</td>
</tr>
<tr>
<td>Two or Mo.</td>
<td>63</td>
<td>47</td>
</tr>
<tr>
<td>Undeclared</td>
<td>101</td>
<td>73</td>
</tr>
</tbody>
</table>

Sample Degree and Certificates Awards, sortable by Year, Division, Department, and Program. Disaggregated by Ethnicity and Gender.
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 gopaln@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?

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?

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?

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?
Sample Program Learning Outcomes Assessment Data, sortable by Division, Department, and Program. Disaggregated by Ethnicity.
General Education Learning Outcomes

Overall Outcome Results for All, All
(Select GELO to filter to ethnicity)

1) Division
(All)

2) Department
(All)

Sample General Education Learning Outcomes Assessment Data, sortable by Division and Department. Disaggregated by Ethnicity.
Sample Institutional Learning Outcomes Assessment Data, sortable by Division and Department. Disaggregated by Ethnicity.
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.

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

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.

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.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?
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.
### 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>17%</td>
<td>15%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>64%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>61%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>62%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>61%</td>
<td>17%</td>
<td>22%</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>15.1%</td>
<td>6.7%</td>
<td>16.7%</td>
<td>61.4%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>21.9%</td>
<td>9.4%</td>
<td>14.5%</td>
<td>54.2%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>24.0%</td>
<td>11.9%</td>
<td>18.1%</td>
<td>46.0%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>23.7%</td>
<td>10.6%</td>
<td>20.8%</td>
<td>45.0%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>22.9%</td>
<td>12.1%</td>
<td>18.7%</td>
<td>46.4%</td>
</tr>
</tbody>
</table>

---

Sample Course Attributes Data, sortable by Division, Department, Semester, and Year. Disaggregated by Day, Night, and Online Offerings.
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></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (Year Term, e.g. 2016)</th>
<th># Sections Offered / Term</th>
<th># Taught by FT Faculty</th>
<th># Taught by Other Faculty</th>
<th>Program Fill Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Productivity Measures Data, sortable by Division, Department, Semester, and Year, displaying FTES and FTES/FTEF.
### Department Faculty and Sections Taught

#### Faculty Assignments

<table>
<thead>
<tr>
<th>Division</th>
<th>Full Time</th>
<th>Part Time</th>
<th># Sec</th>
<th>Fill Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All)</td>
<td>2015MFA</td>
<td>932</td>
<td>562</td>
<td>1,469</td>
</tr>
<tr>
<td></td>
<td>2016MSP</td>
<td>933</td>
<td>584</td>
<td>1,487</td>
</tr>
<tr>
<td></td>
<td>2016MSU</td>
<td>13</td>
<td>577</td>
<td>1,494</td>
</tr>
<tr>
<td></td>
<td>2017MFA</td>
<td>936</td>
<td>569</td>
<td>1,494</td>
</tr>
<tr>
<td></td>
<td>2017MSP</td>
<td>910</td>
<td>537</td>
<td>1,429</td>
</tr>
<tr>
<td></td>
<td>2017MSU</td>
<td>16</td>
<td>631</td>
<td>1,632</td>
</tr>
</tbody>
</table>

#### Faculty Teaching in Department

The chart shows the distribution of faculty teaching in the department, sortable by faculty assignments.

#### # Sections by Position Type

- **Adjunct**: 1,473
- **Overload**: 273
- **Regular**: 1,167
- **Regular & OL**: 258
- **Regular & OL**: 224

Sample Department Faculty and Sections Data, sortable by faculty assignments.
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.

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/ielmallocationsummary20142015.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>
</table>
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?

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

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.

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

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.
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.