Workforce Development

2019 Program Review

MJC Program Review 2019

Modesto Junior College's Program Review process is divided into 3 sections:

- Program Analysis (SWOT Analysis)

- Goal Setting and Activities

- Resource Request

Program Analysis

Internal Strengths

1. What strengths does the analysis of student data reveal?

The campus wide data gives information about demographics about the trend of awards achieved by students campus wide. Application to Workforce Development Programs is only relevant to Program Area Data where our students enroll (i.e. Child Development, Electronics, Machining, Welding, and Computer Science).

2. Are there specific aspects of the program that are exemplary or could serve as a model?

Workforce Development Department program advisory groups are good examples of employer involvement, feedback and support of instructional programs delivered (i.e. Phlebotomy, Pharmacy Technician, etc.)

Workforce Development cohort models and academies are good examples of student success and completion strategies. (i.e. ACT Program, PTP Program, MTS Program, Phlebotomy and Pharmacy Technician, etc.)

Employer custom training services are good examples of focused professional development resulting in organization upscaling.

Leveraging college faculty expertise and capacity to provide short term courses that respond to industry and student needs.

3. What do others see as the program's strengths?

Long term partnerships with the community

Community relationships

Increase MJC as an option of meeting industry training needs

Project leadership and management of grants

4. How well are students meeting program learning outcomes, skills, or competencies; and how are they relevant to careers in your discipline or industries for which you help prepare students?

Workforce Development delivers programs designed (through contracts or grants) to meet specific needs of the client or partnership.

Services are evaluated with clients and teaching teams.

Internal Weaknesses

5. What gaps are observed by reviewing the student data?

Knowing and affirming capacity of MJCs courses and programs truly available to clients over and above courses and programs scheduled on the main campus.

Having a confirmed menu of structured education and training options for clients

A larger menu of not-for-credit and non-credit, options for students

6. What disproportionate gaps need to be addressed?

Each of the groups below can benefit from improved self-confidence, connection to the campus, knowledge and accessible of student success services, advising, counseling Adult Learners: o Programs focus on workforce/economic labor market needs o Emphasis on Social Mobility At Risk High School Students: o Programs focus on workforce/economic labor market needs o Emphasis on Social Mobility Re-Entry Worker: o Programs focus on workforce/economic labor market needs o Emphasis on Social Mobility o Seek partnerships with Economic Development and the Chamber of Commerce pipeline of services the college could provide to members o Programs focus on workforce/economic needs for profit and non for profit organization Incumbent Worker: o Seek partnerships with Economic Development and the Chamber of Commerce pipeline of services the college could provide to members o Find out what the business managers are missing in terms of their business knowledge and skills. o Offer an additional level of business manager development (beyond Entrepreneur Express)

7. What are areas in which the program could improve? (curriculum, scheduling, modality, other?)

Support services after hours

Funding for and availability of short-term training

Difficulty finding quality faculty (part-time and full-time)

Hiring process adjunct faculty, trainers and industry experts

Professional Development

o More professional development for faculty and staff o Lack of cross-training for administrative functions

Develop greater collaboration between workforce and academic departments

Campus culture not agile to change: 5

MJC Workforce Development is not branded as a solution for organizations

8. Where are there gaps in the program on how students are meeting learning outcomes, skills, or competencies?

This is an area that requires more formal evaluation/review to properly respond.

External Opportunities

9. Where are potential opportunities for expansion, improvement, or new program development?

Active involvement in local rapid response program for business closures Custom Training in: Leadership, Customer Services, Diversity, & Computer Science

Corporate College

Expanded ETP Services

10. What are some industry or disciplinary trends that could enhance the program?

Online Education

Cohort Model Training

Economic Development Planning

External Threats

11. How are changing resources, technology, employer, or transfer requirements affecting the program's ability to serve students?

Competition: Private organization providing training and courses in timely and cost effective format

Employers fulfill training and education needs via in-house our online education solutions.

Campus capacity and/or regulations that inhibit robust and rapid response for employer or immediate workforce needs. (Sometimes funding is available but college is unable to respond)

12. What are some current industry or disciplinary trends that could have a negative impact on the program?

Business Attraction: perceptions of area (e.g., student: jobs available in service area; employee: Is this area attractive to live in?):

MJC is not known as the solution of choice for education and training

Effective use of social media client and customer development

Technology: Ability to stay current or ahead of industry workforce training or professional readiness trends

13. What other obstacles does the program face?

Changing the mindset we have always done it this way

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
1. Establish a Train the Trainer Program to grow a pool of qualified WFD training professional to respond to industry and workforce needs.	Workforce Needs	Program Design
2. Grow Corporate College Model offerings to local private and public entities	Workforce Needs	Curriculum
. Expansion of CDC Certificates and Non Credit Curriculum Phlebotomy, Pharmacy Technician and GED	Innovative Education	Curriculum

Activities

Activities	In Support of Goal #	Outcome or Deliverable
Plan, develop and deliver a WFD Trainer the Trainer Program	Goal #1	1.1 Train 20 faculty, staff and/or industry experts and certified MJC Workforce Development Trainers
Conduct gap analysis of Corporate College Model need in Stanislaus County	Goal #2	2.1 Synthesis data on corporate college need
3.1. Faculty authors lead	Goal #2	1.3 Document area of capacity for MJC to offer

curriculum development		corporate college offerings 1.4 Curriculum submitted and approved
Deliver of non-credit course offerings	Goal #3	1.4 Curriculum submitted and approved through MJC and CCCCO 1.5 Schedule non-credit courses for Phlebotomy, Pharmacy Tech and GED

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Money to pay a professional trainer	1	5000
Personnel	.5 staff person	2	15000