

Campus Life & Student Learning

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 department of Campus Life & Student Learning is home to several programs. Given the format of this program review only one program will be highlighted, the Associated Students.

An analysis of student data reveals that the two main strengths of this program is the students academic performance and the diversity of the students participating. This is in addition to the 3 months of leadership and governance training students receive prior to the start of the school year.

Academically, a look over the past 5 years at student grade point averages will highlight performance rates far above the colleges averages. The gpa rates for students participating in student government spiked dramatically from 2014-2015 (2.45) to 2015-2016 (2.93). GPA averages saw the most dramatic spike in 2016-2017 jumping from 2.93 to 3.34. That average has remained consistent over the past three years 2017-2018 (3.32), 2018-2019 (3.35) and the current group students 2019-2020 (3.35). In addition to the grade point averages ASMJC students take a minimum of 9 units each semester.

In regards to diversity, ASMJC has experienced dramatic drops in equity gaps. In 2014-2015 ASMJCs ethnicity breakdown was African American (5%), Asian (0%), Hispanic (38%), Mix (5%), White (52%).

In 2015-2016 ASMJCs ethnicity breakdown was African American (14%), Asian (8%), Hispanic (32%), Mix (14%), White (32%).

In 2016-2017 ASMJCs ethnicity breakdown was African American (10%), Asian (5%), Hispanic (55%), Mix (0%), White (30%). In 2017-2018 ASMJCs ethnicity breakdown was African American (0%), Asian (5%), Hispanic (70%), Mix (15%), White (10%).

In 2018-2019 ASMJCs ethnicity breakdown was African American (5%), Asian (16%), Hispanic (74%), Mix (5%), White (0%).

In 2018-2019 ASMJCs ethnicity breakdown was African American (0%), Asian (15%), Hispanic (80%), Mix (5%), White (0%).

ASMJC consistently increased the level of diversity in its program with most years having no equity gaps.

A leadership and governance training curriculum was created in 2015-2016. This training is reviewed and updated annually. The training takes students through each part of their positions in ASMJC, highlights their role in governance, and teaches core leadership lessons.

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

The focus on academics and the interventions used have proven to be extremely effective and are credited by staff for the positive performance.

Students have academic standards that they have set for themselves that are in their bylaws. Additionally, staff meets with every students monthly and reviews their academic performance and checks in on life stuff. This includes grade checks that are required each month. If a student submits a great check that has any class below a C they are not allowed to participate in any activities until the grade is at a C or higher. They also meet with staff weekly to discuss resources the student can use to achieve academic success.

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

MJC Campus Life has developed a structure that allows student leaders to focus on academics first and then through the organization develop multiple skill sets that will serve them beyond their student government years.

Others constantly comments on how well the students perform at events and activities, how well prepared they are for the governance process. In the previous accreditation report ASMJC was recognized for their preparedness. They were the only California Community College student government mentioned in an accreditation report.

Additionally, others compliment how members of student government now remain in the organization for 2-3 years and then graduate. 90% of the students that enter ASMJC graduate from MJC.

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?

From the time students enter ASMJC to the time they finish they are being prepared for their future careers. Students are immediately exposed to the resources available on campus from Financial Aid, EOP&S, TRIO SSS and more. As they get closer to their goals exit strategies are executed to guide students as they leave the college and transfer or enter the workforce.

Students in ASMJC are required to participate in the Project LEAD program. This program teaches participants about teamwork, networking, interviewing and resume building, conflict resolution, communication and more. These sessions are taught by industry professionals.

Internal Weaknesses

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

Academically, there are no gaps. Our students reach their academic goals each year. We have experienced an equity gap twice in the past 5 years in African American representation (2017-2018, 0%) & (2019-2020, 0%).

6. What disproportionate gaps need to be addressed?

African American students are currently identified as a disproportionately impacted group.

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

The program could be improved through the addition of staff and students. The biggest challenges continue to be enough hands carry out the work.

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

The majority of surveyed students are meeting the learning outcomes.

External Opportunities

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

Students are currently discussing the addition of more positions in their senate. This would provide more opportunity for students to participate and more help in activity and events. The students are also examining ways to use student fees to enhance the student experience on campus. For example, they have committed to installing water filtration systems a year.

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

The Associated Students have been able to connect and partner with several local businesses and agencies to enhance student success. Most notably among them is Stanislaus County Behavioral and Health Services. ASMJC has facilitated bringing them on campus for Mental Health Fairs as mental health services continue to be a challenge.

External Threats

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

In regards to technology, there have been challenges in upgrading services and facilities. The students have been waiting over two years to have televisions installed in the student center along with new ID Cards machines. All equipment was purchased and is just sitting in the boxes.

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

Students are part of the participatory process. This is a challenge because of the times they must take classes. This is rarely considered in the governance process. Additionally, the need for students to have level two priority registration.

13. What other obstacles does the program face?

Being students in a governance process that requires them to sit at the table and work with MJC employees is always a challenge. They are constantly being approached to support things and try hard to understand what is needed of them.

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
1. Apply for Level Two Priority Registration and student recognition on transcripts	Programs / Services based on Scholarship of Teaching and Learning	Student Support
2. Secure funding for a full time program specialist.	Innovative Education	Student Support
3. Secure funding for staff professional development.	Programs / Services based on Scholarship of Teaching and Learning	Professional Development

Activities

Activities	In Support of Goal #	Outcome or Deliverable
1. Meet with Enrollment Services to prepare to request priority registration and recognition for service on transcripts	Goal #1	Work these requests through the required governance process.
2. Work within the resource allocation process to make a case for the need. Campus Life has only 1 full time employee.	Goal #2	Campus Life will need to advocate both through the department and the student voice. The department handles all the colleges main events, over 70 events or activities.

3. Work within the college structure to secure funding for professional development activities.

Goal #3

Campus Life will need to advocate both through the department and the student voice. The department handles all the colleges main events, over 70 events or activities.

Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Campus Life staff would benefit from conferences and trainings in student government oversight and event planning.	3	10000
Personnel	MJC Campus Life oversees graduation, all major conferences, and over 70 events and activities. This is in addition to several leadership and intern programs. This is all done with one full time manager and three part time staff. There is an extreme need for a full time classified professional to oversee activities.	1	90000