



# Community Education Administrative Program Review



June 2017

# Community Education

## Division Administrative Program Review

August 2017

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## Administrative Area Overview

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

Community Education contributes to accomplishing the Mission of the MJC by introducing the community at large to Modesto Junior College through the classes that we offer. Community Education branding states, "Lifelong Learning in Action"; the MJC mission states, "We facilitate lifelong learning ...".

### Program Overview

Please list program awards that are under this department according to the college catalog. Next to each program award listed;

Program Awards	Include in Review (yes/no)	External Regulations (yes/no)
GED Preapartion	Yes	Yes

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# 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 administrative area is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCCO Scorecard by 2022.

## Success

The following questions refer to data from the [Success Rate Data Dashboard](#), the [CCCCO scorecard](#), and the [Program Awards Dashboard](#).

Use the filters in the Success Rate Dashboard to examine departmental course level and degree attainment data in your area over the last two years. In the equity tab, examine disaggregated success rates by ethnicity, modality and gender. Finally, examine degree and certificate attainment rates at the college and department level on the program awards dashboard.

Use the CCCCCO Scorecard to examine disaggregated Math and English/ESL Metrics, Completion Metrics, and CTE Metrics.

Review the [Program Awards Dashboard](#), using the drop-down filters to focus the analysis on your division.

After examining the above data, 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?

N/A

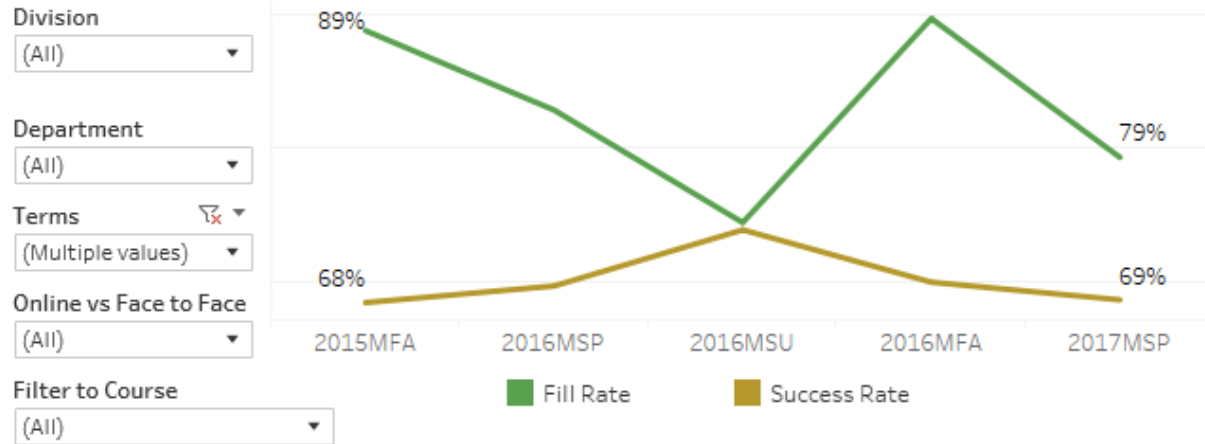
If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

We do provide distance learning classes through ed2go classes. We promote the ed2go classes, however the students enroll themselves in said classes.

If there are differences in success across groups, how will your administrative area help to close achievement gaps across student populations, and how will it contribute to overall success? In other words, how do you plan on closing achievement gaps across student populations and raise completion/degree rates? How will your area help to increase the CCCCCO Scorecard Completion rate to 53%?

N/A

## Course Success



### Course Success and Fill

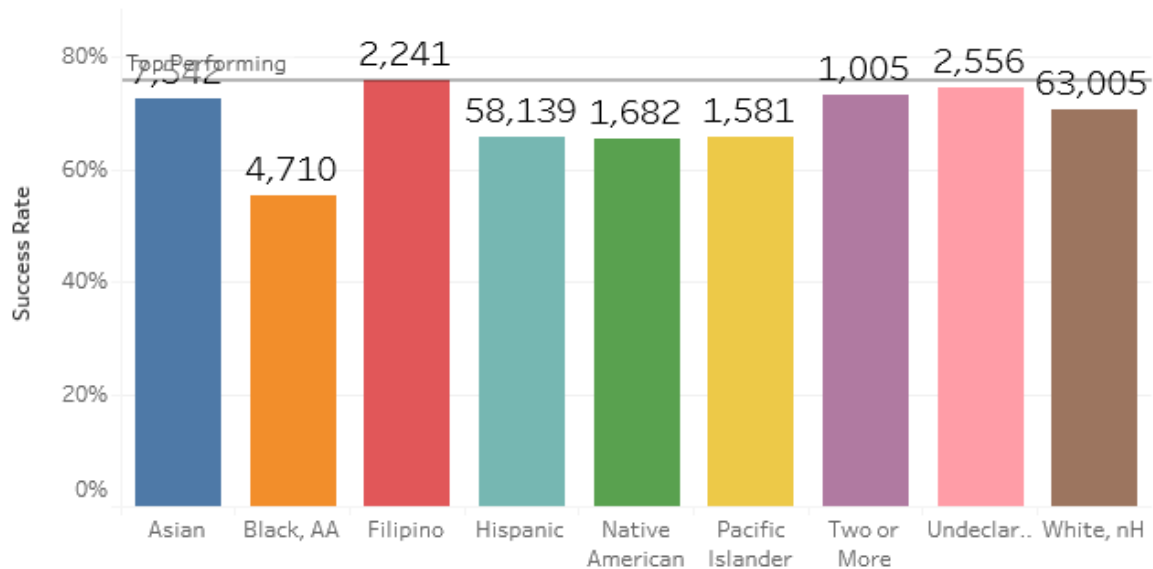
	Season	2015-2016	2016-2017
Census	FALL	50,354	50,012
	SPRING	48,194	46,491
	SUMMER	17,467	
Capacity	FALL	56,773	55,708
	SPRING	58,691	55,184
	SUMMER	23,472	
Fill Rate	FALL	89%	90%
	SPRING	82%	84%
	SUMMER	74%	
Successful	FALL	33,550	34,023
	SPRING	32,660	31,904
	SUMMER	12,885	
Success Rate	FALL	67%	68%
	SPRING	68%	69%
	SUMMER	74%	

## Course Success Rates by Ethnicity, Gender, and Modality

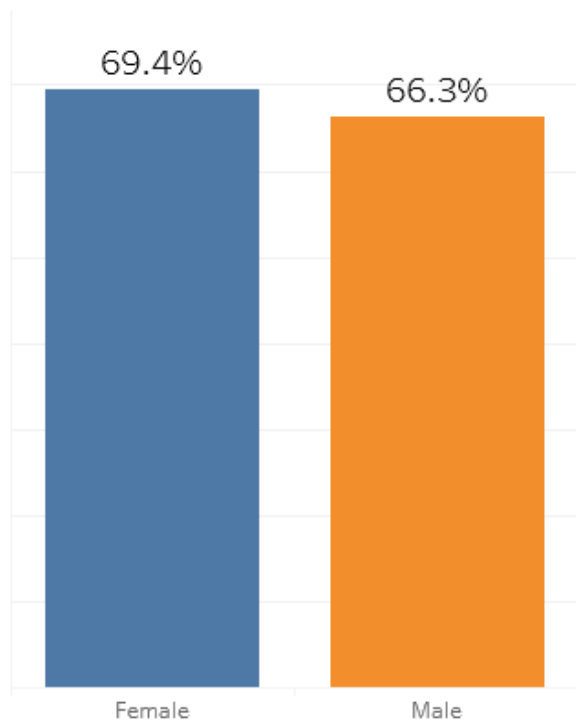
Division: (All) Department: (All) Course Name: (All)

Academic Year: (Multiple values) Term: (All) Modality: (All)

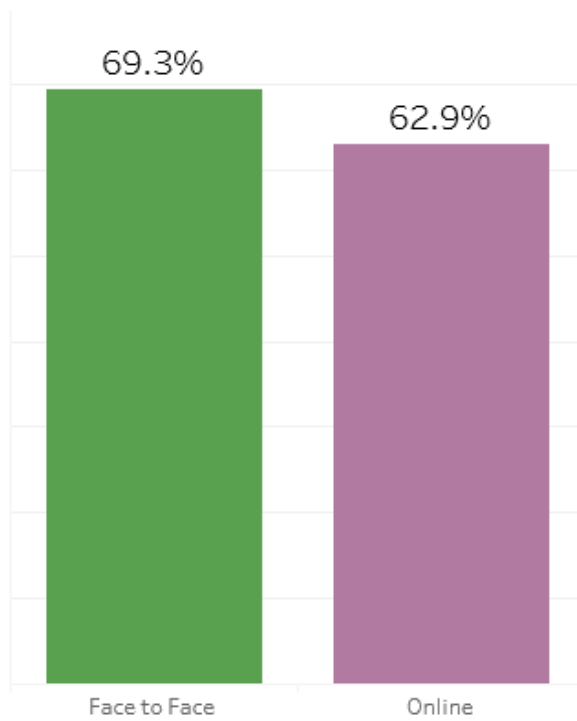
### Ethnicity for 2015-2016 & 2016-2017



### Gender



### Modality



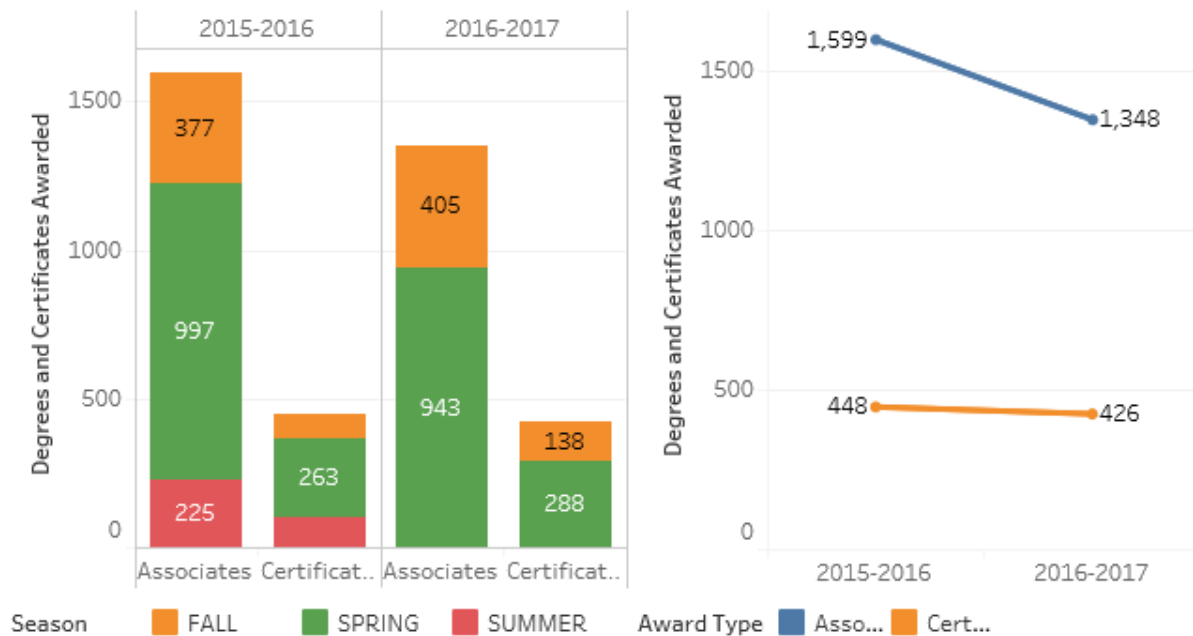
## Degrees Awards and Certificates - Trended

Academic Year: (Multiple valu... ▼  
 Division ID: (All) ▼  
 Department ID: (All) ▼  
 Academic Program: (All) ▼

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

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

	Associates	Certificates	Total
MAGEN	205	84	289
MAHCO	236	45	281
MALHE	302	73	375
MBSS	800	3	803
MBUSI	419	72	491
MFACO	108	280	388
MINST	55	225	280
MLLA	72		72
MPEHE	89		89
MPUBS	30	8	38
MSME	596		596
MTECH	35	84	119





## Degrees Awards and Certificates

Academic Year

(Multiple values) ▼

Division

(All) ▼

Department

(All) ▼

Academic Program

(All) ▼

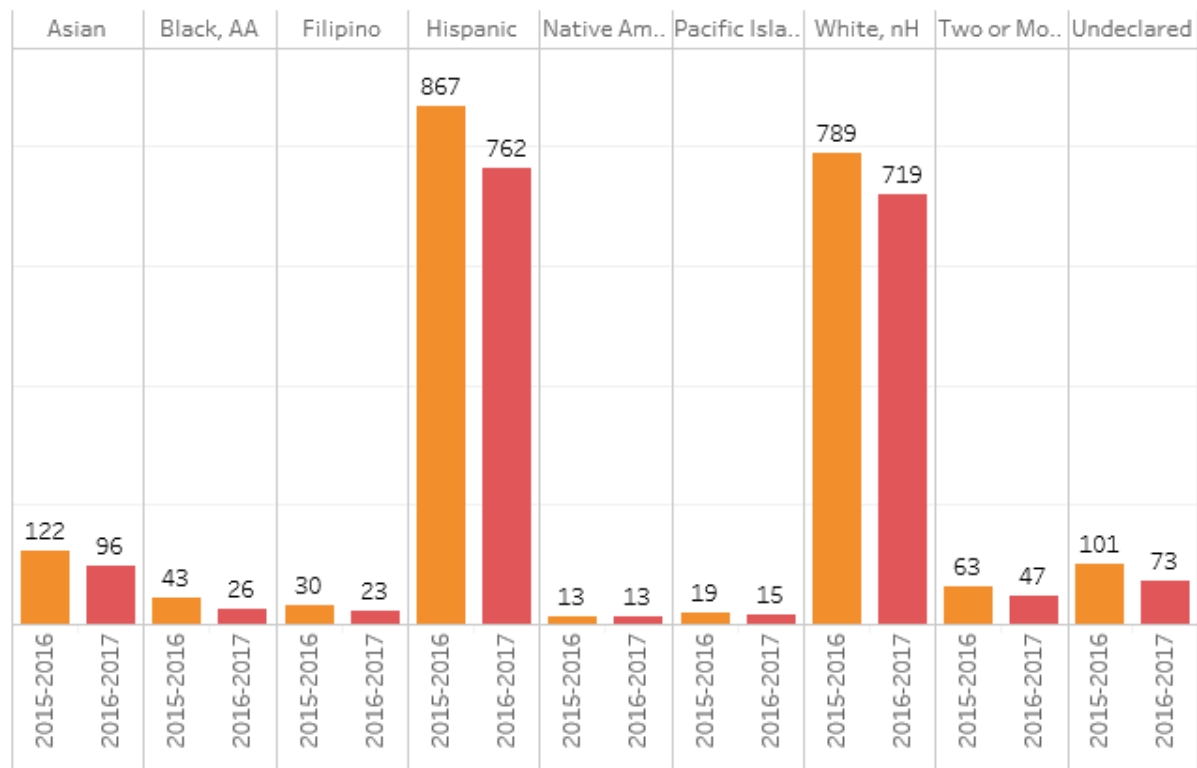
Award Type

(All) ▼

### 2015-2016 & 2016-2017

Associates	2015-2016	Female	1,042
		Male	546
		Unlisted	11
	2016-2017	Female	897
		Male	440
		Unlisted	11
Certificates	2015-2016	Female	297
		Male	147
		Unlisted	4
	2016-2017	Female	281
		Male	135
		Unlisted	10

## By Ethnicity



Academic Year

2015-2016

2016-2017



## College Profile

The student population and course sections offered described in the tables are based on the 2015-16 academic year. Students represented differ from those included for calculation of Scorecard metrics, which are based on first-time students enrolled in 2010-11.

STUDENT INFORMATION				(view historical trend)
Students		24,149		
Gender		Ethnicity/Race		
Female	57.6%	African American	3.5%	
Male	41.4%	American Indian/Alaska Native	0.6%	
Unknown	1.0%	Asian	5.2%	
Age		Filipino		
Less than 20 years old	28.9%	Hispanic	47.6%	
20 to 24 years old	35.3%	Pacific Islander	1.0%	
25 to 39 years old	26.5%	White	37.6%	
40 or more years old	9.3%	Two or more Races	1.2%	
Unknown	0.0%	Unknown	2.1%	
INSTITUTIONAL INFORMATION				
Full Time Equivalent Students		14,683.2		
Credit Sections		3,717		
Non-Credit Sections		68		
Median Credit Section Size		29		
Percentage of Full-Time Faculty		66.4%		
Percentage of First-Generation Students		49.3%		
Student Counseling Ratio (FALL 2015)		788:1		
* Insufficient data				
** No data				
Mouse over to display the pie chart				

### About the college

Established in 1921, Modesto Junior College (MJC) is one of the oldest community colleges in the state. The college began with an enrollment of 61 students. To complement student growth, the campus has grown as well. The college holds the distinction of having erected the first junior college classroom building in the state. From this modest beginning, MJC has grown until it now provides courses on two sites, the original MJC-East on College Avenue and MJC-West on Blue Gum Avenue in northwest Modesto.



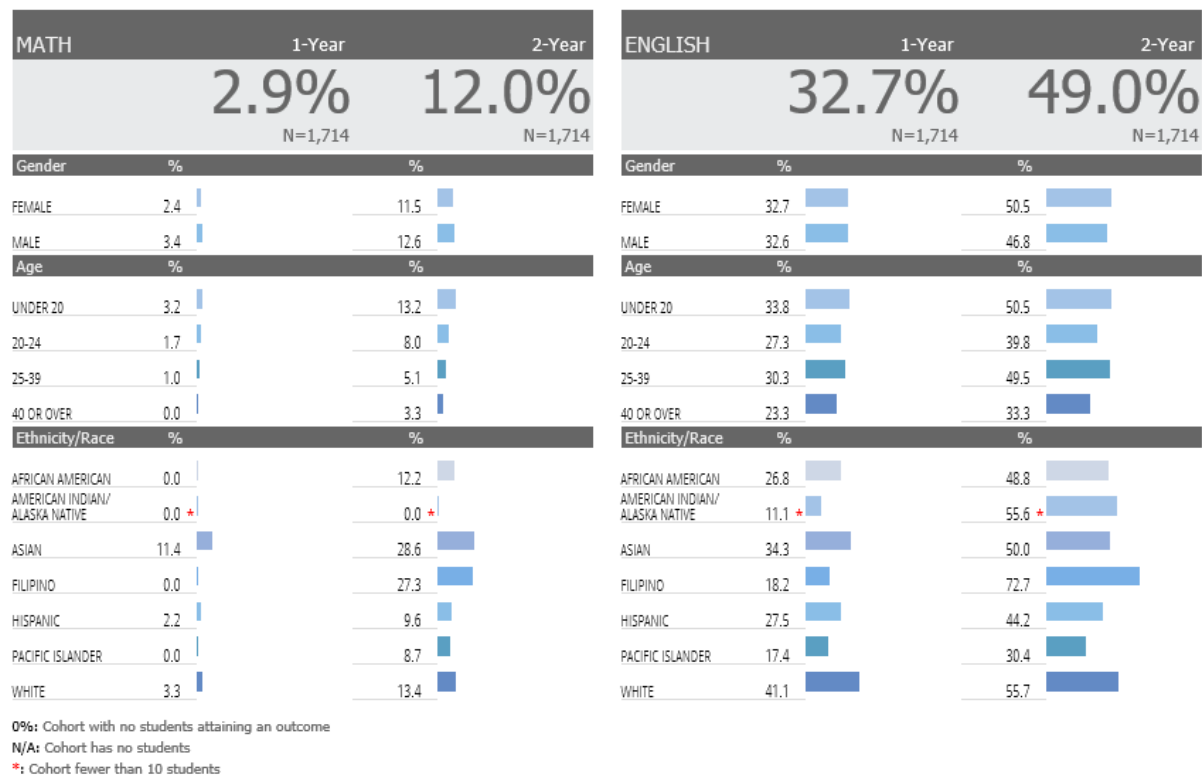
## Remedial / ESL

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer level in English, mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.

REMEDIAL MATH	REMEDIAL ENGLISH	ENGLISH AS A SECOND LANGUAGE (ESL)
44.4% N=1,850	46.7% N=2,028	22.7% N=163
<b>Gender</b>	<b>Gender</b>	<b>Gender</b>
Female 45.7%	Female 48.0%	Female 22.7%
Male 42.4%	Male 44.6%	Male 22.0%
<b>Age</b>	<b>Age</b>	<b>Age</b>
Under 20 51.9%	Under 20 51.3%	Under 20 55.6%
20-24 44.4%	20-24 41.4%	20-24 40.7%
25-39 38.1%	25-39 43.2%	25-39 18.2%
40 or over 25.3%	40 or over 22.1%	40 or over 9.5%
<b>Ethnicity/Race</b>	<b>Ethnicity/Race</b>	<b>Ethnicity/Race</b>
African American 33.3%	African American 33.0%	African American 0.0%*
American Indian/Alaska Native 44.4%	American Indian/Alaska Native 40.0%	American Indian/Alaska Native 0.0%*
Asian 49.1%	Asian 55.9%	Asian 28.6%
Filipino 62.5%	Filipino 60.0%	Filipino 0.0%*
Hispanic 45.4%	Hispanic 46.6%	Hispanic 18.2%
Pacific Islander 46.2%	Pacific Islander 71.4%	Pacific Islander N/A
White 44.9%	White 45.9%	White 23.8%
0%: Cohort with no students attaining an outcome		
N/A: Cohort has no students		
*: Cohort fewer than 10 students		

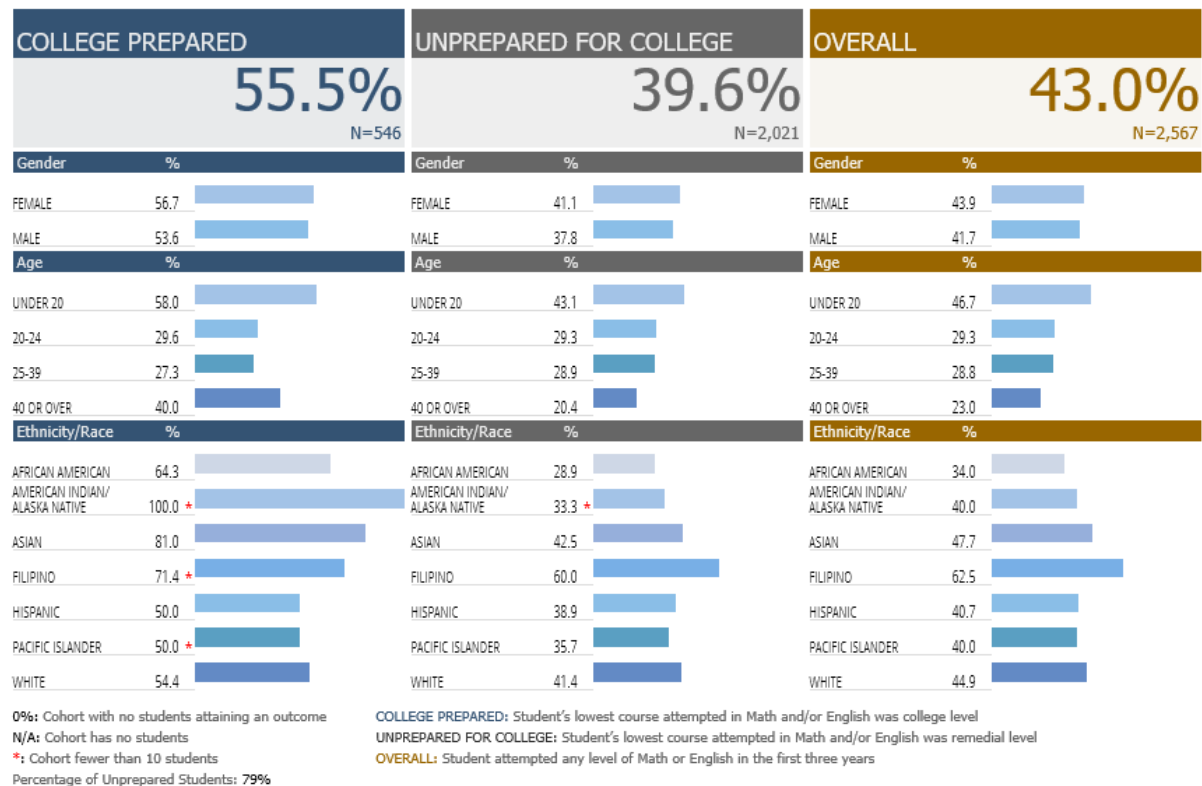
## Transfer Level Achievement

The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



# Completion

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.



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# Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the [MJC Student Learning Outcomes Assessment](#) website in regards to any applicable Program, Institutional, and General Education Learning Outcomes. After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address your Administrative Unit Outcomes (AUO) and the College Institutional Learning Outcomes (ILO) in your analysis.

## Administrative Unit Outcomes (AUO)

Examine your disaggregated Administrative Unit Outcomes and provide a brief synopsis of the data.

Community Education will review the evaluations for each class that is provided to our students to maintain quality courses. The evaluation additionally requests comments from the student.

## Institutional Learning Outcomes (ILO)

Examine the overall College disaggregated Institutional Learning Outcomes and provide a brief synopsis of the data.

The Community Education evaluations will provide Student Learning Outcomes regarding what the student has learned in the class. The evaluation requests information regarding class participation, course material being up-to-date, and evaluation of instructor.

## Analysis, Planning and Continuous Quality Improvement: AUOs and ILOs

After analyzing the above data, provide plans for improvement. How you does your administrative area plan on addressing issues of equity and success in AUOs and ILOs? How does your area plan on closing learning gaps across student populations?

Analyzing the evaluation forms provides Community Education with information regarding improving class presentation, if materials need to be changed or updated, reviewing the instructors who are teaching (if they are punctual, well organized, etc.).

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# Program Analysis

## Program Personnel

Provide a narrative or diagram of your division and personnel. Report any recent changes and any future personnel planning.

Community Education has the following personnel:

- Manager
- Two Community Education Specialists
- Program Technician (Travel Programs)
- Administrative Specialist
- GED Aide
- Student Workers assisting at the front counter

## Division Productivity Measurements

Examine your division rates in the [Productivity Dashboard](#). A picture of this dashboard will be supplied by Research and Planning. Provide an analysis of the rates over the last two years. Include future goals, areas for improvement, and strategies the division will employ to improve productivity.

The two newest staff members to Community Ed are the Administrative Specialist and one of the Community Ed Specialists. There is a high learning curve in working at Community Ed because of working with the community and due to the classes that we provide to the community at large.

Comm Ed produces a quarterly catalog that consists 68 pages front to back. The specialists and the program technician work on the classes and trips that are provided for each quarter. We look for new ways to market our classes/programs/trips to successfully fill the classes/programs/trips. The catalog is the foremost promotional material for selling the classes/trips; we are a fee-based department and therefore need to accumulate sufficient revenue to cover expenses.

Community Ed is currently exploring ways to increase the classes/programs that are provided, as well as the type of classes. We are checking for grants to provide funding to implement new programs.

During the Calendar Year 2016 we processed 14,541 registrations; of those registrations, 6,658 were unduplicated students.

FY 2016 – 2017 we processed 14,007 students; of those registered 6,303 were unduplicated.

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## Long Term Planning and Resource Needs

### Long Term Planning

Provide a long-term outlook for your division, including any goals addressing equity, success, enrollment, or any additional information that hasn't been addressed elsewhere in this program review. You may include environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Taking into account the trends within this division 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.

Community Ed is currently analyzing new programs that could be implemented to increase our revenue as well as provide additional classes/programs to the community.

### Resource Request and Action Plan

Priority	Name	Resource Type	Estimated Cost	Objective
1	<b>West Campus Kitchen</b>		\$70,000.00	Renovate
2	<b>Replacement of Motorcycles</b>		\$40,000.00	Replace motorcycles
3	<b>Kiln for ceramics</b>		\$1,000	Start up a ceramic class

### 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.

Resource Allocated	PR Year	Evaluation / Measured Effectiveness
\$0.00	2016-2017	

## Career Technical Education Questions

The following series of question focus on Career and Technical Education, and can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). You will need to create an account before accessing the [Launchboard](#).

### How many students did you serve in the last two academic years?

(See Program Snapshot Reports > Where are students taking courses in the region > student)

During the Calendar Year 2016 we processed 14,541 registrations; of those registrations, 6,658 were unduplicated students.

FY 2016 – 2017 we processed 14,007 students; of those registered 6,303 were unduplicated.

FY 2015 – 2016 we processed 13,656

### What kinds of students are you serving?

(See Program Snapshot Reports > Where are students taking courses in the region > Check Categories)

We are serving:

- All ethnicities
- Ages: 3 years of age on up
- All socio-economic backgrounds (GED classes are free)
- All genders

The Community Ed classes are held on both east and west campuses.

Only two classes are held off campus; golf (held at St. Stanislaus Golf Course) and cooking classes (held at Direct Appliance).



# Developmental Education Questions

For our programs that address developmental education (Math/English), please review the [CCCCO Scorecard](#) data on Transfer Level Achievements, then answer below.

## Achievement Rate for time to complete transfer level

Using the data from the [CCCCO Scorecard](#), (Transfer Level Achievement Tab) what is your achievement rate for time to complete transfer-level course work (one year and two year)?

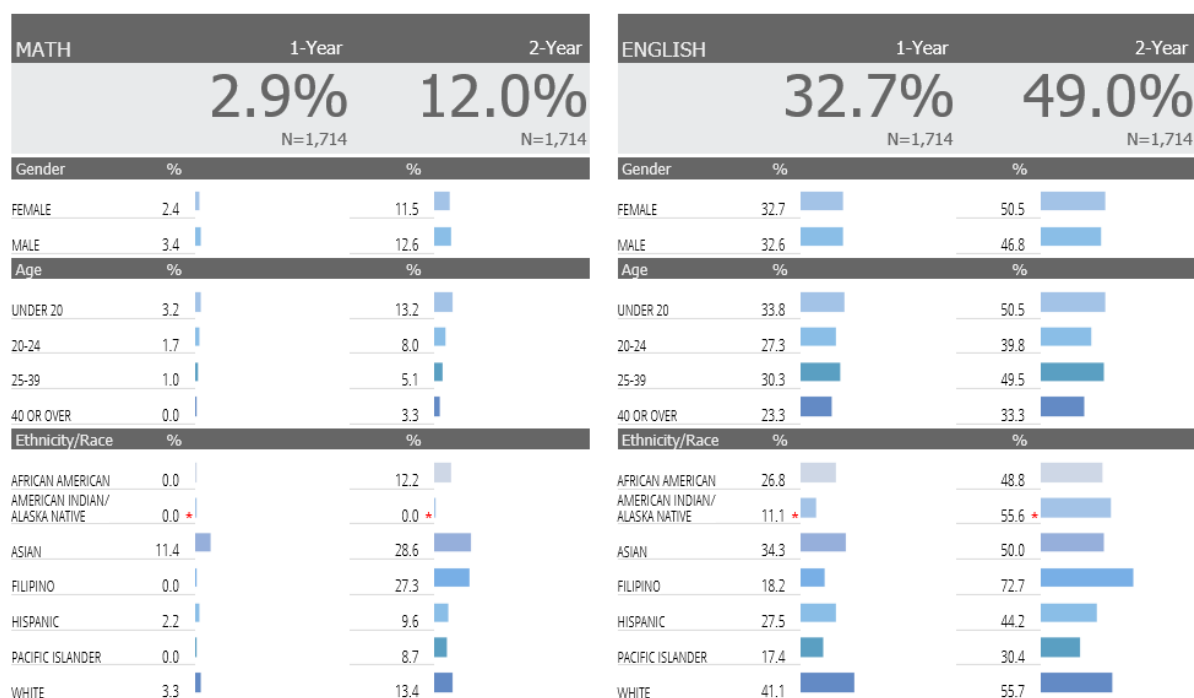
Discuss support and strategies for equity and success in developmental education in your division.

N/A

## Transfer Level Achievement

[Click here to view trend data](#)

The percent of first-time students in 2014-15 who complete 6 units and attempt any Math or English in their first year who complete a transfer-level course in Math or English in their first or second year.



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

\*: Cohort fewer than 10 students

Source: CCCCCO. (2017). Scorecard: Transfer Level Achievement [Dashboard Graphic], Retrieved from <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592#home>

# 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?

Community Ed uses our quarterly catalog to recruit students, we use flyers (promote GED program), attend exhibits to promote classes/programs, website, social media, etc.

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.

Yes, we do need additional classified professional support. We are a small office serving 14,007 students, 6,303 unduplicated students. Having additional staff would give us the flexibility of developing more programs.

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