

# Institutional Effectiveness

## 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?**

Innovative, campus-wide education: student data, analysis, and evaluation for grants & new programs  
Equity: Specific focus on disaggregated data embedded all studies to clearly identify disproportionate impact

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

Transparent data sharing in councils and committees (democratized access to data)  
Collaboration with community initiatives and institutions to share data and practices (K12, Cradle 2 Career)  
Dedicated support to emerging statewide initiatives  
Open access to programming models for sharing with other colleges  
Data visualization (accreditation commendation)

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

Service office to support the priorities of the institution  
High level of data and reporting integrity  
Dedicated personnel

#### **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?**

Although the office does not provide direct service to students, faculty and staff use data, analysis, and reports, curated by the IE office, to improve programs and services

## Internal Weaknesses

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

Data definitions used by the Chancellors Office do not align with internal data definitions. We are not able to replicate state-reported data.

### **6. What disproportionate gaps need to be addressed?**

Some student populations are only self-reported (LBGT, Foster Youth, Homeless, Veteran). Because these populations may under-report, we struggle to track true disproportionate impact.

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

Proactive, focused research agenda  
Capacity to respond to data requests more quickly  
Publish findings in a manner that is accessible to the College  
Capacity-building trainings for staff and faculty  
Annual calendar of regular reports

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

Not embedded in all discussions that evaluate and develop based on learning outcomes and competencies  
Time to serve in a consultative role to help stakeholders frame research requests in an institutional context  
Linking institutional data literacy capacity to decision-making application (how do we build that capacity?)  
Institutional timelines and processes that includes research staff at early discussion points

## External Opportunities

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

Increasing research capacity for faculty, staff, and administrators  
Strengthening working relationships with IT  
Strengthening local community data-sharing capacity

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

Federated research network (building capacity outside of the IE office to understand and apply data to decision-making)  
Association for Institutional Research  
The level of data-literacy at the College is increasing, enabling more complex decision-making, based on evidence  
The accessibility of different data sets to end-users is increasing  
Predictive models are driving high-level decisions, lessening the need for content expertise (see threats)

## External Threats

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

Frequency of changes in data and requirements from the state Lack of transparency in data definitions and the ability to locally replicate statewide data Incomplete data from outside sources (e.g., EDD, no government or self-employment data) Increasing research and planning needs (combined with increasing data literacy) in an initiative-driven environment has severely reduced the capacity of the office to respond to all data needs in a timely way

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

Machine or predictive models are driving high-level decisions, lessening the need for content expertise (see opportunities) Limited access to data that impact institutional funding and reporting Gaps in and discrepancies between statewide and institutional data

**13. What other obstacles does the program face?**

Need to increase the research capacity of the office to respond to increased data requests. Need to increase the research capacity of College constituents in order to effectively analyze and apply student data to decision-making (What do we do to address the gaps student data illustrate?)

**Goal Setting and Activities**

**Goals**

Program Goal	Mission Alignment	Area of Focus
1. Build capacity in the IE Office to proactively address the data and development needs of the institution	Programs / Services based on Scholarship of Teaching and Learning	Professional Development
2. Cultivate a culture of data-informed decision-making (capacity in understanding, analyzing, and using data)	Innovative Education	Student Support
3. Embed student equity in all research studies and strategic plans	Equity	Program Design

**Activities**

Activities	In Support of Goal #	Outcome or Deliverable
1. Organize and schedule annual research needs; develop methods to prioritize and report information that support institutional goals.	Goal #1	1. By fall 2021, the IE office will publish information that measures the Vision Goals of the College
2. Leverage models and resources designed by other experts in the field	Goal #1	2. By fall 2021, best practices from other experts will be embedded in IE

to create data, analysis, and evaluation products		methods and products (dashboards, planning tools, evaluation methods)
3. Provide deeper support for project development and grant proposal writing	Goal #1	3. By fall 2021, the IE Office will increase the number of submitted grant proposals by 25%
4. Design and conduct trainings with campus stakeholders to promote fluency in research, data analysis, application, and evaluation	Goal #2	4. By fall 2021, 70% of trained participants will demonstrate ability to understand, analyze, and apply data
5. Identify standard subpopulations to be measured for disproportionate impact during all research studies	Goal #3	5. By fall 2021, the Office will publish an annual report of equity gaps

## Resource Requests

Category	Request	Activity #	Estimated Cost
Prof. Devel.	Attend high-impact research and planning conferences to leverage models from other experts and remain current w/emerging practices (3 conferences/year x 3 staff)	4	0
Personnel	Hire additional Research Analyst to meet the increasing demand for data and analysis (Colleges of a similar size have as many as 5 research analysts)	2	90000
Personnel	Hire grant writer to focus on increasing number of grant proposals supported through the office	3	90000
Other	Faculty stipends to participate in Research and Planning or program development training (15 x \$3,000 for year-long training - annually)	2	45000