

ASL, SPAN, ELIC, ELW, ENGL, READ

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?

Overall success and retention rates have improved and the equity gap has lessened, though we have hit a bit of a plateau.

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

All programs (save foreign languages) have reworked their course sequence to align with acceleration pedagogy and dramatically quicken the time needed to complete transfer-level Composition (ELIC, ENGL, READ). Faculty in all disciplines are engaged in leadership roles, not only at the college, but within their disciplines state-wide.

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

Lit and Lang is seen as the early adopter and model for increasing equity and success through innovative curriculum.

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?

PLOs are met in the mid 80 percentile; although one of the top skills community industries ask for is critical thinking, reading, and writing, it has been difficult to market the divisions programs to students.

Internal Weaknesses

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

While overall Success and Retention rates have improved, over the past year, rates have stagnated despite four years of equity professional development. Across all disciplines, the largest gap is between female and male success.

6. What disproportionate gaps need to be addressed?

See above

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

SIGN is in great demand but is an orphan program and totally reliant on adjunct availability. An AA in ASL is greatly needed. The GSP has negatively impacted enrollments in READ and ELIC courses one due to the fact that students are no longer placed into Reading classes, and two due to a lot of misdirection of EL students into mainstream ENGL classes. Education on the difference between a basic skills student and a language acquisition student is needed. ELIC needs to address the loss of students transitioning too early to the ENGL sequence (creation of ELIC 100). The READ program struggles to find relevancy and needs to redesign their program to fit the needs of students now under AB 705.

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

The gap between male and female success rates needs to be addressed across all disciplines. The retention drop in LLA online courses also needs to be looked at and discussed.

External Opportunities

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

AA in ASL Re-thinking, once again, of the ELIC sequence and how to best meet the needs of EL students Re-thinking ENGL 45, which no longer meets the needs of those students who need instruction prior to transfer-level. We also need data to understand who does not pass ENGL 100/101 and what can be created as additional supplemental coursework to help those students succeed. SPAN AA-T needs to be revised to allow more students through the program. Further/continual ELW expansion in the community

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

CTE/EL certificates in Nursing, Childhood Development, and Office Admin. SPAN nursing discipline focused courses we once offered these.

External Threats

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

Still waiting from state for guidelines for EL GSP delay causes confusion See second bullet #7 above. Growing need for use of computers in the classroom and existing computer labs cannot keep up with need move to portable laptops is needed Other disciplines moving into previous LLA spaces (ELCT, Annex 101, Annex 103) is impacting ability to offer courses during key times PTOL budget cuts impact those programs most that solely rely on adjunct (ELW, ASL, and to a great extent, SPAN) Old, outdated faculty computers make curriculum prep difficult, especially for those teaching online.

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

AB 705s effect on the Reading program has resulted in full-time faculty having difficulty in meeting base load in Reading. Accelerations initial impact is usually to increase the equity gap, which has proven true in the ENGL dept. success rates for 45 and 100. More work to bring that gap down again is needed.

13. What other obstacles does the program face?

Current politics, at times, impacts the ELW program it also, more and more, provides a much needed service and areas for expansion (Citizenship classes, Drivers License courses, partnerships with World Relief and IRC, etc.).

Goal Setting and Activities

Goals

Program Goal	Mission Alignment	Area of Focus
For both face-to-face and online modalities, increase learning gains (retention, success, persistence, completion) while decreasing the equity gap especially for male students of color.	Equity	Professional Development
Increase marketing and outreach externally and internally—within the college, especially with counselors and success specialists—(majors (ENGL and SPAN), community (EL), dual enrollment (EL and READ).	Programs / Services based on Scholarship of Teaching and Learning	Student Support
Continue to support professional development.	Values	Professional Development

Activities

Activities	In Support of Goal #	Outcome or Deliverable
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Resource Requests

Category Request Activity # Estimated Cost