

Chapter 7. Outcomes Assessment and Program Review

Outcomes Assessment

Excerpts from *Comprehensive Assessment Report 2011*¹:

Data Highlights from the 2010 Calendar Year

- The inventory of courses at MJC went up from 1,027 in 2009 to 1,213 in 2010.
- Of the 1,213 courses reported from all Instructional Divisions, 620 courses (51.1%) were scheduled to be assessed during the 2009 and 2010 calendar years.
- In 2010, 30 courses (2.5% of total course inventory) that were scheduled for assessment were not offered.
- 79% of the courses that were scheduled for assessment in 2010 were actually assessed.
- 490 courses (40.4% of total course inventory) have been assessed.
- There were gaps in data from some Instructional Divisions.
- AUOs assessment has progressed since 2009; however, there are still gaps in data, so results are inconclusive.
- SAO assessment was completed for all Student Service areas in 2008 before starting the current four-year cycle of assessment. In 2010, assessment data was collected to begin the four year cycle as scheduled.

Findings (Based on SLO Results, Analyses, and Action Plans)

SLO process:

- Instructors have improved their syllabi creation and assignment instructions based on their enhanced understanding of their course structure, assessment tools, and expectations for students brought about by their participation in the course assessment process.
- Many instructors have a better understanding of SLOs and how they differ from objectives. In fact, some departments are considering rewriting their SLOs.
- Having an outcomes-based focus has helped faculty clarify their grading criteria and understand the relationship between learning and grading more fully.
- It appears that faculty involved in multi-section courses has a greater opportunity for dialogue than those in single-section courses.
- Multifaceted SLOs (one SLO with many parts) yield less useful information since result tallies do not clearly indicate which part of a multifaceted SLO needs particular attention.
- Some faculty are beginning to examine their Course Outlines of Record based on findings made during their Assessment process. It appears that some COR are overly ambitious in scope and lead to unrealistic SLOs.
- Some faculty expressed concern that SLOs are too specific and/or difficult to assess.

Pedagogy:

- Some instructors have begun to embrace hands-on, project-based learning in an attempt to improve student success. Examples of this hands-on learning include additional workshops, lessons and examinations.

- Some instructors have begun to develop additional pedagogical resources for students, including reference websites, video libraries and appendices of information—all intended to improve student success.
- Faculty in certain areas are implementing a student portfolio evaluation model in an attempt to improve learning.
- Many faculty propose revising assignments, retooling evaluation methods and improving didactic teaching by seeking additional professional development.
- Several action plans refer to the continued need for library research workshops.

Resources:

- Some faculty requested that the college continues to provide textbook access to students in the library.
- Some faculty noted that tutors improve student learning outcomes, especially when there is good communication between faculty and instructional support services such as the Writing Center.
- There continues to be a lack of physical resources and infrastructure in some areas that directly impact student success. Therefore, many action plans revolve around availability of financial and faculty resources and updating antiquated facilities.

Recommendations

- The Workgroup needs to continue to focus on Assessment as a tool for pedagogical improvement and growth.
- The Workgroup needs to encourage those submitting results to include analysis, especially when assessing multifaceted SLOs (one SLO with many parts).
- Divisions should encourage greater dialogue among faculty within divisions and departments regarding SLOs and their results.
- The college should encourage greater dialogue among faculty across divisions, departments, and units regarding SLOs and their results.
- The college should facilitate workshops to help refine the language of SLOs so they are specific, measurable, and meaningful.
- The college should facilitate workshops to develop stronger class management skills since some instructors cite students' lack of adequate preparation and attendance as factors in SLO results.
- The college should strengthen instructional support services to improve students' written and verbal communication since some instructors cite inadequacies in these basic skills as barriers to success.

2010 Calendar Year AUOs Related Assessment Activities

In 2010, Instructional Administrative Units began a concerted effort to assess AUOs. Division Offices showed a marked improvement in AUOs assessed from 2009 to 2010. In 2010, 33 % of AUOs were assessed, compared to 8% in 2009. By the end of 2010, 42.1% of the total AUOs on inventory have been assessed. The assessment of AUOs has been completed by most divisions, as compared to only two divisions in 2009.

The preferred assessment approach used by division units in 2010 was online surveys, targeted student surveys, and process-tracking in offices. These tools were used to assess the satisfaction levels of service by students, faculty, and the community and/or learning goals set for students.

Selected divisions evaluated website information and its value to students.

Findings (Based on AUO Results, Analyses, and Action Plans)

AUO process:

- There is a growing awareness and understanding of the various tools available to help assess AUOs (i.e. survey monkey, class climate, open lab assessment processes, survey sampling of students, phone surveys, etc.)
- As classified employees have become more aware of the assessment process they have requested training and professional development in the subject.
- Having a standing Assessment Work Group agenda item at IAC's weekly meetings has kept assessment discussions constant amongst deans.
- Satisfaction surveys regarding services in areas assessed denoted a positive response rate by students and faculty. Results rarely dropped below 85% satisfaction rates and were commonly at 90% or higher in selected categories.

Pedagogy:

- The satisfaction of student and faculty with service provided by Divisions was a common indicator examined. In 2010, services from the Agriculture Division Office, the Allied Health Division Office, the Arts, Humanities and Communication Division Office, the Center for Learning Assistance, the ESL Open House, the Technical Education Office, and the Writing Centers were surveyed. Satisfaction surveys were a common tool used for collecting student and faculty feedback.
- Other Administrative Unit Outcomes (Goals) assessed surrounded service items related to operation improvements, such as: transparent budget and BPO processes, website information, tracking of student petitions, utilization of labs, etc. These items were assessed on scale of items being put in place or activities completed.
- Measure E efforts have impacted the ability of some Divisions to evaluate selected areas due to changes in the physical location of some learning environments.

Resources:

- Staffing is a growing issue in providing proper employee support to keep labs and centers open for long periods throughout the work week and the weekend.
- Website information, resources, and their usefulness to students seems to be an area of review for Divisions to continue to establish consistency in expectation and use.

Recommendations

- Given that 2010 is the first calendar year with a significant amount of work by division administrative offices, time needs to be invested for multiple divisions to review the various approaches, findings and practices assessed together. This review should provide an opportunity for improving assessments in the future and identifying common indicators for assessment across Instructional Administrative Areas.
- Three divisions examined website or online media relating to communication with students. Digital communication is an area that needs review and discussion to establish

common methods of communication by instructional divisions with students and community.

- Some division service areas are impacted by staffing shortages causing an inability to address selected AUOs. These impacts should continue to be discussed and evaluated in the planning process.
- The same satisfaction surveys were at times used to assess faculty satisfaction and student satisfaction. This approach skewed the data. Future efforts should assess faculty and students as separately targeted groups.

Findings (Based on SAO Results, Analyses, and Action Plans)

Four departments were scheduled for assessment in 2010 as outlined in the Student Services, 4-year cycle Assessment Plan: Student Development, TRIO-SSS, Outreach and Welcome Center, and International Student Program. Three of the four departments scheduled for assessment submitted assessment results.

Evaluation and analysis of Service Area Outcomes included responses from students, faculty, and staff at Modesto Junior College. The particular areas assessed related to the quality of services, staffing, training, and assistance towards student success. Student satisfaction of support services were very favorable for two of the three departments with responses for “Strongly Agree” and “Agree” ranging from 95-100%. However, Faculty/Staff/Administration’s satisfaction of support services was less favorable with responses ranging from 67-80%. The primary themes that emerged from the comments collected were 1) access to services, 2) span of services, and 3) staffing.

Action plans were developed to address office hours, websites, reception/help desk, programs, resources, and professional and staff development.

Recommendations

- Service areas should continue to increase staff and faculty participation with data collection and heighten their understanding about assessment.
- The college should facilitate workshops that develop skills to develop, assess, and analyze SAOs, SLOs, and AUOs.

ASSESSMENT WORKGROUP ACTION ITEMS, Fall 2010-Spring 2011

In the Spring of 2010, the Assessment Workgroup identified tasks to be accomplished for the 2010-2011 academic year. Below is what the workgroup accomplished and what still needs to be done:

The following action items were **ACCOMPLISHED**:

- ***Created standardized templates for collecting data***
The workgroup created an electronic data collection form so that every department, service area, and administrative group could report assessment findings.
- ***Ensured that SLO, AUO, and SAO action plan informs program review***
Assessment is a key factor in Program Review and identified action plans will help to inform funding, staffing, equipment, and facilities decisions.
- ***Facilitated ongoing dialogue and encouraged participation in the assessment process***

Workgroup members are representatives for the divisions and service areas and assessment has widely become a standing agenda items in many divisions meetings. Additionally, the workgroup has held workshops in the topic areas of course SLO creation and program mapping.

- ***Emphasized the cyclical nature of the assessment process and its role in institutional planning and effectiveness***

The workgroup has an active webpage where the assessment process is identified and is available for reference by all faculty, staff and administration. Additionally, the upcoming Program Review Net application is designed with this concept in mind and is programmed to inquire about results and status of all action plans identified.

- ***Allowed opportunity for brief narrative within the standardized templates for collecting data***

See first item above.

- ***Use institutional timeline to integrate outcomes assessment processes.***

On the Assessment webpage, the workgroup keeps an up-to-date grid of the institution's assessment schedule. This grid is also housed at divisions, departments, and administration areas throughout the college.

- ***Monitor offerings and adjust assessment schedule as necessary***

The Assessment Workgroup meets twice a month and representatives make reports about any changes to the assessment schedule if or when the circumstances dictate.

The following items are yet ***TO BE ACCOMPLISHED***:

- ***Assign more point people to collect data***

Although the workgroup has grown in membership, there are still areas of the institution which are underrepresented or lack representation.

- ***Create a template of scheduled meetings, outgoing notifications, etc.***

The Workgroup would like to schedule additional training sessions for all areas of the institution in SLO, AUO, SAO assessment and program mapping. Training sessions for PR Net will also be scheduled when the application is ready to introduce to the institution at large.

- ***Recommend changes to Program Review documents to integrate all service areas more fully and to include comprehensive assessment reports***

The Workgroup plans to engage in further dialogue with the Accreditation/Institutional Effectiveness Committee about the relationship between assessment and its function in Program Review.

Planning and Budget Committee (PBC) Data Requests for Program Review

Weekly Student Contact Hours (WSCH)/Full-Time Equivalent Faculty (FTEF)

In addition to Success/Retention Rates and Degrees/Certificates (in Chapter 5), The MJC PBC requested WSCH/FTEF data to indicate student access in division's departments/programs. The state formula of WSCH/FTEF equals 525, which represents the standard or baseline for a department/program to achieve. The departments'/programs' numbers can be compared to 525 over the five fall semesters. (See Table 7.1.) Another view of a program involves number of sections, headcount enrollment, and Full-Time Equivalent Student (FTES). (See Table 7.2.)

Table 7.1: MJC WSCH/FTEF Fall 2006 – Fall 2010²

Division	Department	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF
Agriculture & Environmental Science	Agricultural Economics	6	432.40	7	486.80	7	562.47	9	610.03	7	526.24
	Agriculture, General	5	379.86	5	519.80	4	507.87	3	785.96	1	509.80
	Agricultural Mechanics	10	190.79	10	271.48	11	294.53	13	356.75	15	413.94
	Agriculture, Vocational and Technical	15	579.63	13	541.44	16	550.93	18	501.69	16	548.76
	Animal Science	18	442.50	18	496.48	20	553.95	18	611.18	19	615.68
	Dairy Industry	3	282.70								
	Environmental Horticulture Science	5	252.48	4	323.92	5	390.21	5	495.77	5	407.48
	Environmental Science	7	481.62	5	649.82	5	715.69	4	758.09	4	714.57
	Food Processing			1	781.74	2	367.61				
	Natural Resources	4	290.17	3	445.20	6	478.94	4	560.19	5	501.10
Plant Science	5	391.81	5	465.16	6	586.30	5	609.40	6	542.74	
Allied Health, Family and Consumer Sciences	Dental Assisting	9	203.49	9	230.10	9	192.49	9	372.23	9	340.55
	Medical Assisting	13	724.74	13	772.41	13	674.98	12	715.93	12	633.02
	Nursing	16	324.22	16	271.19	15	277.49	13	297.05	11	294.31
	Nursing: Work Experience	7	107.30	7	88.39	8	93.48	6	730.98	2	171.48
	Nursing Skills							2	50.55	1	42.17
	Respiratory Care	9	387.13	9	317.68	9	321.53	9	370.09	9	372.11
	Culinary Arts	3	610.63	2	666.48	4	598.74	3	678.44	4	642.26
	Child Development	35	595.77	39	618.78	32	655.89	27	570.68	29	540.41
	Family Life	6	739.16	6	832.28	7	854.55	5	785.91	5	721.29
	Food and Nutrition	3	730.62	4	633.98	4	668.00	4	658.72	4	714.38
Interior Design	7	421.29	7	340.53	7	404.09	5	383.78	3	470.47	
Arts, Humanities & Communications	Art	82	540.01	89	534.26	89	566.64	81	599.89	72	580.29
	Film	6	586.89	6	609.61	7	797.12	7	697.24	8	736.78
	Humanities	19	630.18	14	638.06	15	641.30	18	655.51	19	681.55
	Journalism	5	318.16	5	382.12	5	441.54	5	422.63	5	524.95
	Music	88	530.96	80	543.82	84	613.75	77	622.69	76	595.73
	Radio/Television	11	498.90	9	613.53	12	630.27	12	628.42	13	622.08
	Speech Communication	60	453.02	58	436.87	58	472.53	61	495.34	60	477.59
	Theatre	40	453.46	42	554.80	42	658.70	41	738.79	36	689.76

Table 7.1: MJC WSCH/FTEF Fall 2006 – Fall 2010² (continued)

Division	Department	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF
Business, Behavioral and Social Sciences	Administration of Justice	43	501.98	43	542.41	41	569.71	37	601.32	38	632.00
	Anthropology	15	625.88	15	604.83	13	736.79	13	687.81	13	689.54
	Economics	12	600.93	10	679.90	10	754.35	9	672.14	11	523.01
	Geography	7	613.21	8	629.94	8	692.76	8	642.10	10	685.60
	History	43	744.45	49	720.41	48	778.68	47	806.69	48	825.57
	Human Services	11	478.44	13	455.78	15	512.66	14	567.64	15	571.88
	Philosophy	20	573.65	22	572.46	26	612.14	23	734.81	20	712.51
	Political Science	14	621.53	19	654.51	21	718.25	19	780.95	17	696.44
	Psychology	45	731.13	55	690.12	56	721.38	57	763.02	53	752.10
	Sociology	17	747.14	18	738.53	17	797.48	17	772.80	16	716.46
	Social Science	5	376.28	5	336.87	4	390.44	3	953.36	5	740.09
	Business Administration	46	492.95	47	482.61	45	484.50	45	510.18	38	552.01
	Computer Graphics Applications	25	496.60	23	499.77	22	548.26	19	559.74	24	572.11
	Computer Science	42	460.66	39	519.12	40	548.88	38	603.79	39	578.47
	Office Administration	31	336.60	34	370.73	28	447.39	29	497.99	28	492.37
	Real Estate	3	733.38	3	463.89	3	438.12	2	572.13	2	502.55
Supervisory Management	2	633.98	2	626.49	2	618.51	3	974.16	2	633.98	
Community and Economic Development & Public Safety	Emergency Medical Service	5	1,068.52	4	1,319.48	5	918.79	4	1,038.08	3	1,128.47
	Fire Science	12	1,545.15	11	1,381.04	15	1,074.14	14	1,149.28	15	1,095.38
	Law Enforcement	4	17,399.55								
	Older Adults	10	500.74	10	494.32	10	539.49	9	645.13		
Counseling and Student Services	General Education Preparation	1	377.49	1	299.66	1	305.14	1	388.46	1	453.60
	Guidance	40	461.45	34	469.83	38	494.87	33	502.78	35	533.11
	Individualized Instruction Services	4	161.19	3	160.80	2	142.31	2	224.30	2	228.91
	Study Skills	10	488.29	10	563.66	10	505.69	7	616.52	9	596.24
	Tutoring	4	0.00	4	0.00	2	0.00	2	432.44	2	762.06
Library and Information Tech.											
	Library and Information Technology	7	355.83	7	324.92	8	337.94	6	385.23	3	402.88

Table 7.1: MJC WSCH/FTEF Fall 2006 – Fall 2010² (continued)

Division	Department	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF
Literature and Language Arts	English	176	436.85	174	414.33	157	433.15	151	411.21	140	429.18
	English as a Second Language	31	441.49	34	468.58	33	486.00	32	504.39	29	499.15
	French	4	362.60	4	323.24	4	400.94	4	491.53	4	479.43
	German	1	503.71	1	440.74	1	409.27	2	421.47	2	460.42
	Italian	1	695.84	1	633.98	1	726.75	1	479.36	2	462.77
	Portuguese			1	680.37	1	603.05				
	Reading	32	483.70	30	467.46	32	518.94	32	522.30	33	529.13
	Sign Language	7	677.74	5	637.84	7	754.56	7	539.91	7	579.89
	Spanish	24	453.00	24	441.19	25	460.62	22	485.70	20	433.43
	Spelling	5	503.81	5	452.83	4	442.10	4	477.94	3	568.22
Physical, Recreation, and Health Education	Health Education	40	708.95	42	670.60	45	706.75	33	696.63	32	790.34
	Physical Ed.	19	630.33	20	694.61	23	814.77	22	779.76	22	881.35
	Physical Ed.: Adapted Activities	9	339.17	9	413.40	9	405.18	5	671.69	5	658.50
	Physical Ed.: Coed Activities	153	512.11	132	582.15	121	731.29	111	692.19	94	822.95
	Physical Ed.: Men's Activities	29	507.61	21	540.43	20	783.13	20	792.72	20	749.61
	Physical Ed.: Varsity Men's Activities	6	633.98	6	766.50	6	760.00	6	746.67	6	786.67
	Physical Ed.: Varsity Women's Activities	6	244.88	6	246.53	6	290.00	6	293.33	6	310.00
	Physical Ed.: Women's Activities	6	364.16	5	531.76	5	709.42	6	766.59	6	847.49
	Recreation			1	349.23	1	742.06	1	686.42	1	1,205.87

Table 7.1: MJC WSCH/FTEF Fall 2006 – Fall 2010² (continued)

Division	Department	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
		# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF	# of Sects.	WSCH/FTEF
Science, Math & Engineering	Anatomy	9	645.26	10	571.40	10	613.98	13	645.69	12	556.28
	Anatomy and Physiology	7	539.96	6	669.16	7	682.80	7	534.32	5	534.98
	Architecture	9	377.88	8	399.56	7	439.05	7	496.73	8	448.82
	Astronomy			4	692.72	4	641.26	2	876.23	3	780.33
	Biology	28	670.35	32	621.85	23	636.14	29	657.87	36	614.88
	Chemistry	15	495.64	23	498.90	22	500.87	19	588.87	24	549.35
	Earth Science	5	631.70	5	559.04	5	666.77	6	602.00	6	602.79
	Engineering	6	238.80	5	203.60	4	248.10	4	261.09	4	346.41
	Engineering Technology	3	419.85	4	357.23	6	373.28	6	404.89	6	333.91
	Geology	7	564.99	9	451.29	8	560.36	8	619.23	8	581.21
	Math	92	617.79	83	625.33	89	651.32	85	662.29	88	664.87
	Meteorology	1	344.87	2	452.50	1	430.55				
	Microbiology	6	539.77	6	596.02	6	614.65	6	650.00	6	618.57
	Physical Science			1	644.76						
	Physiology	6	434.90	5	521.84	6	498.97	6	440.46	7	458.07
	Physics	10	298.93	8	330.82	8	356.36	7	427.30	7	366.72
Zoology	1	238.77	1	338.26	1	442.72	1	442.72	1	455.31	
Technical Education/ Workforce Training Center	Autobody	15	314.28	14	371.60	11	355.72	6	466.51	6	427.19
	Automotive Technician	19	405.82	15	446.79	12	466.97	11	558.63	10	367.14
	Communication Graphics	16	386.85	11	285.86	12	402.53	11	622.58	17	561.10
	Computer Electronics	7	296.98	4	390.98	5	304.55	6	385.74	6	466.44
	Electronics Technology	15	354.11	17	345.97	19	350.59	16	437.49	17	355.89
	Industrial Technology	22	491.36	27	543.55	27	578.70	25	631.37	21	672.35
	Machine Tool Technology	11	286.80	15	348.65	14	397.88	14	462.55	13	330.95
	Sheet Metal	8	458.54	7	474.19	8	268.02				
	Welding	11	358.04	14	384.60	15	449.40	6	423.34	6	430.34

Table 7.2: MJC Department/Program Sections, Enrollment, and FTES Fall 2008 to Fall 2010³

Division	Department	Fall 2008	Resident	Resident	Fall 2009	Resident	Resident	Fall 2010	Resident	Resident
		Sections	Enrolled*	FTES	Sections	Enrolled*	FTES	Sections	Enrolled*	FTES
Agriculture & Environmental Science	Agricultural Economics	7	181	28.12	9	216	31.52	7	202	22.80
	Agriculture, General	4	44	3.39	3	37	3.93	1	24	2.55
	Agricultural Mechanics	11	159	25.05	13	232	36.27	15	298	46.22
	Agriculture, Voc. and Tech.	16	336	26.63	18	388	32.61	16	424	35.90
	Animal Science	20	625	72.94	18	623	74.36	19	655	79.01
	Environ. Horticulture Science	5	92	16.26	5	117	20.66	5	117	20.63
	Environmental Science	5	226	23.86	4	205	21.48	4	182	19.06
	Food Processing	2	43	1.68						
	Natural Resources	6	129	25.14	4	101	20.07	5	129	25.44
	Plant Science	6	205	26.38	5	184	22.34	6	210	26.70
Allied Health, Family and Consumer Sciences	Dental Assisting	9	78	9.62	9	151	18.61	9	138	17.03
	Medical Assisting	13	370	43.31	12	386	45.94	11	343	40.59
	Nursing	15	859	229.61	13	814	220.99	11	784	207.30
	Nursing: Work Experience	8	546	10.20	6	36	1.22	2	21	0.72
	Respiratory Care	9	174	36.32	9	184	38.07	9	165	34.50
	Culinary Arts	4	56	40.91	3	61	46.36	4	61	43.89
	Child Development	32	1,563	154.89	27	1297	138.02	29	1321	139.1
	Family Life	7	279	24.46	5	205	20.96	5	212	21.64
	Food and Nutrition	4	216	22.27	4	213	21.96	4	231	23.81
	Interior Design	7	184	22.44	5	131	13.64	3	94	10.46
Arts, Humanities & Communications	Art	89	2,013	302.47	81	1975	294.07	72	1808	270.74
	Film	7	269	31.88	7	239	27.89	7	206	24.56
	Humanities	15	739	76.96	18	836	87.40	19	908	95.31
	Journalism	5	51	10.79	5	47	10.33	5	58	10.50
	Music	84	2,713	299.95	77	2255	249.42	76	2646	282.47
	Radio/Television	12	175	25.21	12	208	29.68	12	224	30.41
	Speech Communication	58	1,694	182.71	61	1726	184.93	59	1698	175.22
	Theatre	42	820	94.41	41	768	91.12	36	699	80.47

*Enrolled=1st Census

Table 7.2: MJC Department/Program Sections, Enrollment, and FTES Fall 2008 to Fall 2010³ (continued)

Division	Department	Fall 2008	Resident	Resident	Fall 2009	Resident	Resident	Fall 2010	Resident	Resident
		Sections	Enrolled*	FTES	Sections	Enrolled*	FTES	Sections	Enrolled*	FTES
Business, Behavioral and Social Sciences	Administration of Justice	41	1221	125.34	37	1167	120.26	38	1269	130.61
	Anthropology	13	803	83.50	13	744	77.95	13	840	87.34
	Economics	10	460	47.78	9	388	40.33	11	352	36.61
	Geography	8	398	41.57	8	368	38.53	10	524	54.85
	History	48	3141	329.64	47	3232	338.81	48	3327	349.38
	Human Services	15	386	39.30	14	404	39.73	15	401	40.03
	Philosophy	26	1030	108.14	23	1027	109.41	20	1060	111.63
	Political Science	21	865	90.98	19	873	93.71	17	743	78.80
	Psychology	56	2967	310.19	57	3073	320.47	52	2996	313.48
	Sociology	17	963	101.01	17	932	97.89	16	906	95.00
	Social Science	4	101	10.41	3	110	12.71	5	177	19.74
	Business Administration	45	1246	145.34	45	1285	146.26	38	1280	157.02
	Computer Graphics Apps.	22	662	104.10	19	621	98.37	24	810	130.01
	Computer Science	40	1252	213.05	38	1296	218.08	39	1255	215.94
	Office Administration	28	1443	57.19	29	2265	63.66	26	2322	59.25
	Real Estate	3	85	8.76	2	74	7.63	2	65	6.70
Supervisory Management	2	40	4.12	3	63	6.49	2	41	4.23	
Community and Economic Dev. & Public Safety	Emergency Medical Service	5	227	22.97	4	195	23.36	3	175	23.51
	Fire Science	15	502	73.12	14	487	64.72	15	554	72.65
	Older Adults	10	520	25.20	9	537	27.41			
Counseling and Student Services	General Education Preparation	1	37	4.54	1	42	5.20	1	39	7.17
	Guidance	38	1289	35.89	33	1075	33.08	35	1199	35.98
	Individualized Instruction Svcs.	2	18	2.53	2	28	3.49	2	29	3.56
	Study Skills	10	314	31.47	7	265	26.03	9	340	33.02
	Tutoring	2	4	0.27	2	43	3.84	2	49	4.30
Library and Information Tech.										
	Library and Information Tech.	8	130	6.95	6	76	5.28	3	79	5.52

*Enrolled=1st Census

Table 7.2: MJC Department/Program Sections, Enrollment, and FTES Fall 2008 to Fall 2010³ (continued)

Division	Department	Fall 2008	Resident	Resident	Fall 2009	Resident	Resident	Fall 2010	Resident	Resident
		Sections	Enrolled*	FTES	Sections	Enrolled*	FTES	Sections	Enrolled*	FTES
Literature and Language Arts	English	157	4478	588.28	151	4067	537.52	140	4236	559.04
	English as a Second Language	33	891	126.57	32	866	135.73	29	806	121.48
	French	4	104	16.04	4	128	19.66	4	124	19.18
	German	1	26	4.55	2	54	9.37	2	77	10.23
	Italian	1	47	4.85	1	31	3.20	2	86	8.23
	Portuguese	1	39	4.02						
	Reading	32	1046	110.71	32	1053	111.42	33	1284	116.51
	Sign Language	7	290	30.18	7	207	21.60	7	291	27.06
	Spanish	25	727	109.52	22	671	107.93	20	694	90.53
Spelling	4	111	11.79	4	120	12.75	3	145	11.36	
Physical, Recreation, and Health Education	Health Education	45	2438	236.37	33	1640	156.36	32	1913	189.58
	Physical Ed.	23	800	89.31	22	734	81.58	22	876	98.42
	Physical Ed.: Adapted Activities	9	128	9.94	5	134	13.43	5	134	13.86
	Physical Ed.: Coed Activities	121	3595	287.64	111	3060	248.03	94	3135	268.75
	Physical Ed.: Men's Activities	20	329	23.49	20	333	23.78	20	313	22.49
	Physical Ed.: Varsity Men's Activities	6	228	76.00	6	224	74.67	6	236	78.67
	Physical Ed.: Varsity Women's Activities	6	87	29.00	6	88	29.33	6	93	31.00
	Physical Ed.: Women's Activities	5	122	11.82	6	167	15.33	6	190	16.95
	Recreation	1	40	4.12	1	37	3.81	1	65	6.70

*Enrolled=1st Census

Table 7.2: MJC Department/Program Sections, Enrollment, and FTES Fall 2008 to Fall 2010³ (continued)

Division	Department	Fall 2008	Resident	Resident	Fall 2009	Resident	Resident	Fall 2010	Resident	Resident
		Sections	Enrolled*	FTES	Sections	Enrolled*	FTES	Sections	Enrolled*	FTES
Science, Math & Engineering	Anatomy	10	270	84.93	13	318	99.01	12	285	89.19
	Anatomy and Physiology	7	385	43.62	7	275	32.36	5	208	24.97
	Architecture	7	230	36.59	7	246	37.12	8	267	39.73
	Astronomy	4	224	23.51	2	170	17.52	3	225	23.41
	Biology	23	713	146.31	29	772	157.89	36	982	202.91
	Chemistry	23	533	120.58	19	483	111.56	24	596	130.62
	Earth Science	5	146	30.74	6	153	32.11	6	166	34.83
	Engineering	4	82	9.32	4	108	9.52	4	115	12.66
	Engineering Technology	6	106	7.28	6	124	8.17	6	111	7.60
	Geology	8	214	26.61	8	230	29.93	8	261	31.00
	Math	89	3581	563.02	85	3408	543.06	88	3751	575.64
	Meteorology	1	24	5.02						
	Microbiology	6	159	32.78	6	153	32.50	6	156	32.99
	Physiology	6	149	36.77	6	117	28.87	7	158	35.62
	Physics	8	133	26.92	7	138	32.05	7	127	29.75
Zoology	1	23	6.39	1	23	6.39	1	27	7.51	
Technical Education/ Workforce Training Center	Autobody	11	113	22.53	6	88	23.33	4	82	22.57
	Automotive Technician	12	219	42.09	11	211	38.17	10	171	37.57
	Communication Graphics	12	126	20.13	11	187	31.13	15	168	28.41
	Computer Electronics	5	69	11.99	6	78	13.57	6	72	12.96
	Electronics Technology	19	249	35.71	16	221	34.03	17	257	39.87
	Industrial Technology	27	320	42.87	25	384	47.94	21	360	39.22
	Machine Tool Technology	14	99	18.57	14	117	21.59	13	95	17.37
	Sheet Metal	8	26	2.68						
	Welding	15	159	26.21	6	121	21.17	6	123	21.52

*Enrolled=1st Census

Chapter 7. Outcomes Assessment and Program Review – ENDNOTES

¹MJC Assessment Workgroup. *Comprehensive Assessment Report 2011*.
<http://www.mjc.edu/facultyinformation/research/Comprehensive%20Assessment%20Report%202011.pdf> .

²Crystal Reports, Enrollment, Productivity, FTES FTEF Division Extract (downloaded 3/28/11)/MJC Research Office.

³Crystal Reports, Enrollment, Divisions, Section Enrollment Summary Report, (downloaded 7/26/11)/ MJC Research Office.