



Allied Health and Family and Consumer Sciences Administrative Program Review



June 2017

Administrative Program Review

August 2017

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Executive Summary

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The division continues to do excellent work by meeting or exceeding assisting students with educational planning, course success, courses completing and job attainment. Due to administrative transition the 2016 program review and AUO was not completed. The department was in transition for the past year without a consistent administrator. Effective, July 2017 of this year the division has a permanent Dean. The programs in ALHE are at capacity and are in need of resources to increase access and student enrollment in Nursing, Respiratory Care, Medical Assisting and Certified Nurse Assistant programs. The Child Development program also has the capacity to grow. In FCS due to faculty separation, faculty transfer and retirements, the department had had only one full time tenured faculty for the past 2 years. The department now has five FT tenured track position (3 of them hired this year). Along with limited faculty, the administrative specialist position for FCS was also in transition during the year, but now has a permanent position in place. FCS looks forward to having new faculty and staff to reflect, evaluate, participate in training and once again move the department forward.

Overall, there is a critical need to upgrade technology in all areas of the Division. To maintain the highest standard of education and to keep up with current trends in the discipline.

The computers in across the division ALHE/FCS have reached the end of their useful life and it is affecting faculty's ability to serve students. The use of the dated computers is impacting faculty's ability to retrieve information, create content, and install more efficient applications to improve the their workflow and teaching presentations. These computers (with many of them running on 32 bit architecture, 2 gb of RAM, and managed by an single core intel 4) strain to browse MJC, Columbia, and professional web sites needed to direct and/or instruct students. Attempting to download files such as pdfs has proved to be problematic especially as browsers such as modern browser require more processing power than what 32-bit single core machines struggle to provide.

The learning management systems (LMS) has been incorporated into all aspects of our Student's college pathways from their home computers to tablets to their Android/Apple phones. We have moved from WebCT to Blackboard to Canvas - with each generation being more feature rich and providing a better experience than the last. However, throughout these successive generations, we have not address the need to update these computers to meet the demands that are required for Faculty to support the student needs through the acquisition of new computers. Once implemented, faculty will have the necessary tools to meet the demand of managing feature and media rich applications like CANVAS Commons and the engrossing suite of TechSmith products that Mike Smedshammer is advocating for in his CANVAS training. As the College makes further inroads to the flipped classroom, faculty will need to be equipped to follow suit.

The outlook for the need for medical profession and Child Development will only increase as the needs of the community continue to increase. The ALHE/FCS is focused on continuing its proactive approach to be prepared for the increased demand.

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?)

Allied Health and Family and Consumer Sciences

Allied Health and Family and Consumer Sciences Mission Statement:

The Allied Health and Family and Consumer Sciences Division is committed to providing high-quality services that support students in achieving educational and professional goals within healthcare, child development, family life and nutrition. We strive for the success of all of our community members: students and potential students, staff, faculty, administration, and the YCCD service area.

The AHFCS administrative unit is comprised of three separate offices that serve the students and faculty: Allied Health in Glacier Hall, Family and Consumer Sciences in John Muir, and the Distance education Cohort at Columbia College.

The division is dedicated to the institution's core values and is committed to student success. We strive to ensure that the services we provide to students promote student success by creating an educational environment that is welcoming and supportive leading students to rewarding career opportunities. Staff and faculty are resourceful and provide all direct and indirect services to students. They are available to answer questions and provide clear and concise information as well as offering encouragement to students. We take a proactive role in working with students and promote student learning by making students aware of college support services available to be a successful student.

The division supports the college mission through the establishment of strong partnerships with internal and external stakeholders, including community and state organizations, agencies, business, industry and other educational institutions to address the educational goals of students and the rapidly changing needs and demands of the community. The division provides excellent educational opportunities in the areas of nursing, respiratory care, nurse assistant, medical assistant, child development, family life and nutrition.

Allied Health

Allied Health Mission Statement:

The mission of the Associate Degree Nursing (ADN) Program is to provide a dynamic educational environment that prepares future nurses to practice competent patient-centered care to diverse populations, and inspires lifelong professional growth.

The Allied Health department offers degree and certificate programs designed to prepare students for a career in specific health care occupations. The programs range from one semester to two academic years in length. There are five areas of study within Allied Health: Associate Degree Nursing, Medical Assisting, and LVN to ADN Advanced Placement Pathway, Nurse Assistant, and Respiratory Care.

Family and Consumer Sciences

Family and Consumer Sciences consist of the following areas: Child Development, Family Life and Food and Nutrition. The areas of Family life and Food and Nutrition consist of solely adjunct faculty.

Child Development Mission Statement:

The mission of the Child Development program at Modesto Junior College is to teach students to work with young children and their facilities in a variety of roles and settings.

The Family and Consumer sciences department offers degree and certificate programs in Child Development, Early Child Development, Teacher, Associate Teacher, Master Teacher and Site Supervisor. The department has active relationships in the community with employing agencies.

Program Overview

Please list program awards that are under this department according to the college catalog.

{List degrees, certificates, and awards here}

| Program Awards | Include in Review (yes/no) | External Regulations (yes/no) |
|---|----------------------------|-------------------------------|
| Associate of Science Degree in Nursing. | | Yes |
| Associate of Science Degree: Nursing: LVN to ADN Advanced Placement Pathway | | Yes |
| Nursing: LVN 30 unit option (LVN to RN) | | Yes |
| Associate of Science Degree in Respiratory Care | | Yes |
| Bachelor of Science Degree in Respiratory Care | | Yes |
| Associate of Science Degree in Medical Assisting | | Yes |
| Certificate in Medical Assisting | | Yes |

| | | |
|--|--|-----|
| Skills Recognition: Nurse Assistant | | Yes |
| Associate of Science Degree in Child Development | | Yes |
| AS-T in Early Childhood education | | Yes |
| Certificate in Associate Teacher | | Yes |
| Certificate in Early Interventionist | | Yes |
| Certificate in Master Teacher | | Yes |
| Certificate in Site Supervisor | | Yes |
| Certificate in Teacher | | Yes |

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 CCCCC 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 CCCCC 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?

Overall, the Allied Health (ALHE and Family and Consumer Sciences (FCS) fill rates exceed the college-wide fill rates. In ALHE the fill rates remain over 90% for the past two years in both fall and spring semesters. The Medical Assisting Program and the CNA program continue to experience high demand with increased waitlist numbers. In FCS, fill rates continue to increase with a 10% increase fall-to-fall (80% to 90%) and a 5 % increase spring-to-spring (75% to 80%). Overall fill rates have improved in the last two years.

Consistent with the college-wide numbers, the ALHE students success rate exceed the college success rates by over 20%. For FCS student success rates for 2015-16 aligned with the college-wide success rates slightly increasing by 3% from fall to fall. Although overall success rates have improved in the last two years, there is a need for focus in the FCS department. The department currently consists of four tenure track probationary faculty (three hired since 2015) and one tenured faculty. During the last few months, faculty have engaged in valuable discussion centered on assessment and overall success rates. Continued discussions and trainings opportunities to include equity and online instructions are planned.

In relation to degrees and certificates, the FCS department data for certificates is consistent with college data both indicating a slight decrease in certificates awarded. For ALHE there is a significant increase in certificates awarded to students. Furthermore, the data indicates no significant difference for both ALHE and FCS in number of degrees awarded during the past two years. College-wide data indicates a slight decrease in degrees awarded. The data on gender for both the ALHE and FCS is consistent with college-wide data indicating a higher rate of females earning degrees and certificates.

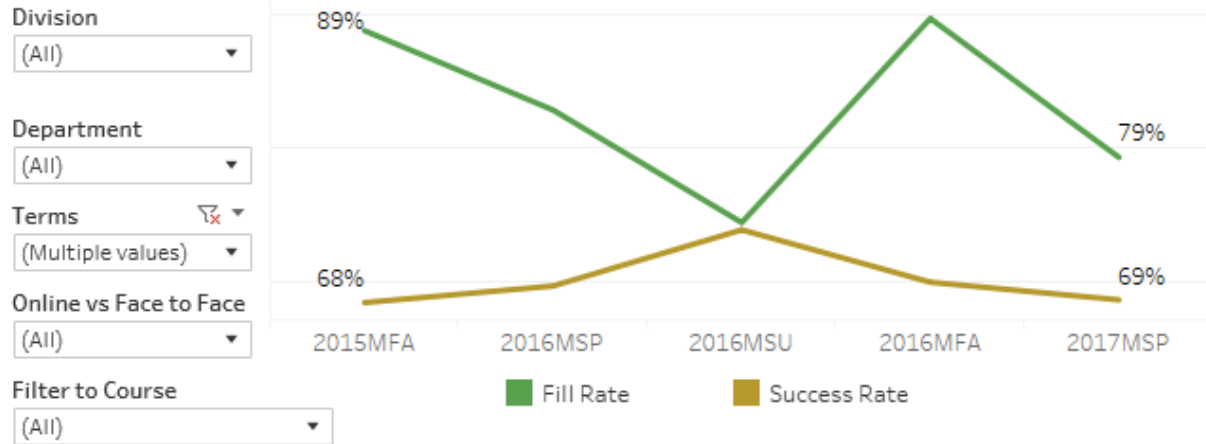
If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

Course success rate by modality for ALHE indicates an over 20% higher success rate than the college-wide rate in both face to face and online. The data for ALHE also indicates a face-to-face success rate of 88.8% and an online rate of 85.4% indicating the department has done an excellent job in providing instruction in both modalities. For FCS the face-to-face modality is slightly higher than the college-wide average (73% compared to 69.3%) while online modality is slightly lower at 59.6% compared to the college-wide rate of 62.9%. This further supports the need for equity training and online instructor training. Faculty have expressed interest in participating in training through the Center for Urban Education (CUE) and online instructor training in spring 2018.

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 CCCCO Scorecard Completion rate to 53%?

The most significant gap across groups in the FCS department where both Black/A.A. and Native American success rates fall below the college-wide success rate. The other significant area is in gender success rates. The success rate of male students in the FCS department is lower than the college-wide average. There is also a significant gender gap with female success rates at 71.1% and males at 59.5%. During the past two years, increased outreach efforts been applied as an effort to increase number of male students in the programs. Department faculty reviewed this data as part of their learning outcome assessment and have begun discussions on the topic. The department plans to have further discussions to identify strategies to work on increasing these success rates.

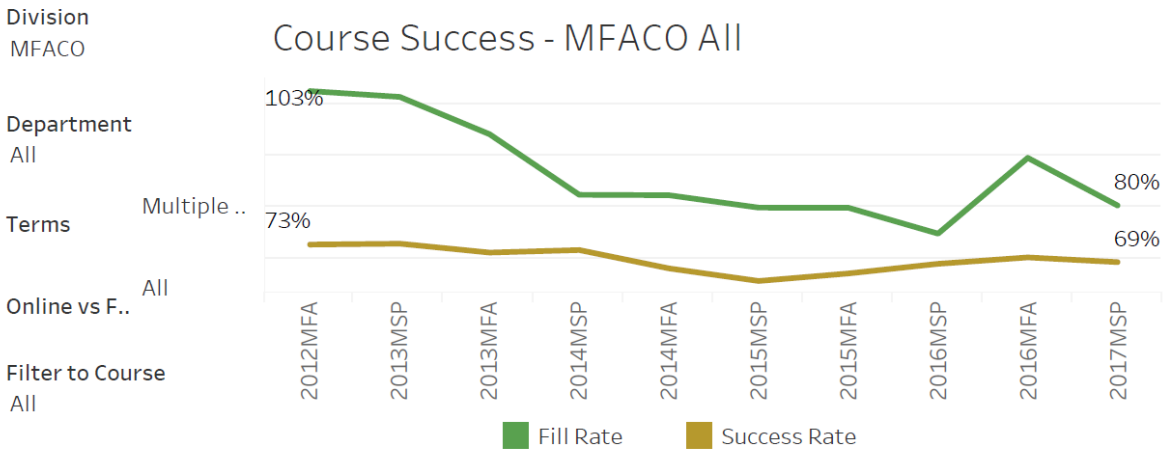
Course Success



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% | |

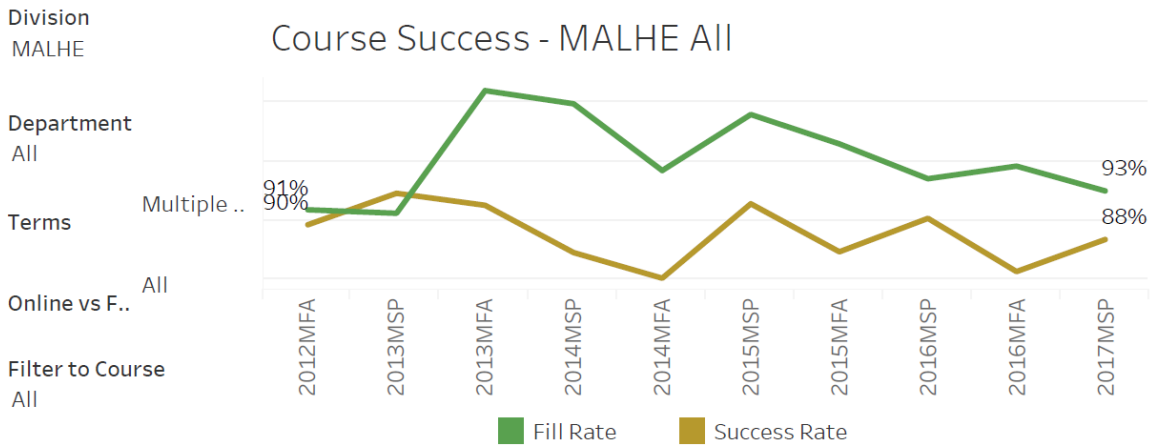
Course Success



Course Success and Fill

| | Season | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------|--------|-----------|-----------|-----------|-----------|-----------|
| Census | FALL | 1,592 | 1,694 | 1,974 | 1,784 | 1,883 |
| | SPRING | 1,469 | 1,727 | 1,930 | 1,840 | 1,716 |
| Capacity | FALL | 1,553 | 1,799 | 2,397 | 2,232 | 2,102 |
| | SPRING | 1,449 | 2,095 | 2,414 | 2,456 | 2,135 |
| Fill Rate | FALL | 103% | 94% | 82% | 80% | 90% |
| | SPRING | 101% | 82% | 80% | 75% | 80% |
| Successful | FALL | 1,159 | 1,207 | 1,346 | 1,199 | 1,324 |
| | SPRING | 1,072 | 1,239 | 1,269 | 1,271 | 1,191 |
| Success Rate | FALL | 73% | 71% | 68% | 67% | 70% |
| | SPRING | 73% | 72% | 66% | 69% | 69% |

Course Success



Course Success and Fill

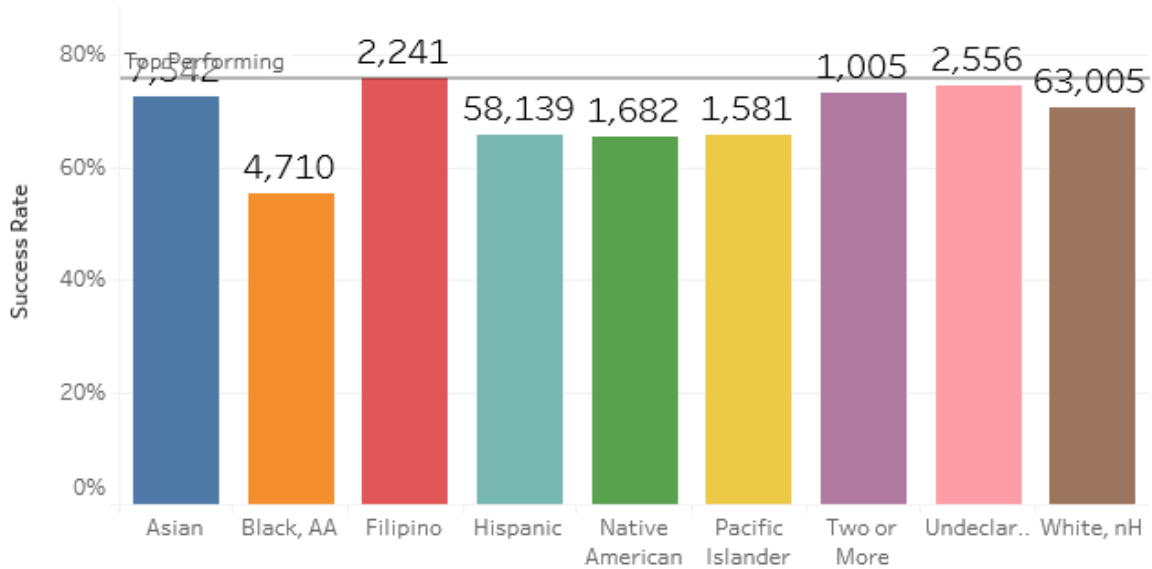
| | Season | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------------|--------|-----------|-----------|-----------|-----------|-----------|
| Census | FALL | 1,097 | 1,178 | 1,417 | 1,446 | 1,592 |
| | SPRING | 981 | 1,201 | 1,301 | 1,342 | 1,567 |
| Capacity | FALL | 1,206 | 1,166 | 1,503 | 1,498 | 1,682 |
| | SPRING | 1,082 | 1,202 | 1,314 | 1,434 | 1,693 |
| Fill Rate | FALL | 91% | 101% | 94% | 97% | 95% |
| | SPRING | 91% | 100% | 99% | 94% | 93% |
| Successful | FALL | 984 | 1,076 | 1,207 | 1,264 | 1,365 |
| | SPRING | 906 | 1,049 | 1,190 | 1,211 | 1,386 |
| Success Rate | FALL | 90% | 91% | 85% | 87% | 86% |
| | SPRING | 92% | 87% | 91% | 90% | 88% |

Course Success Rates by Ethnicity, Gender, and Modality

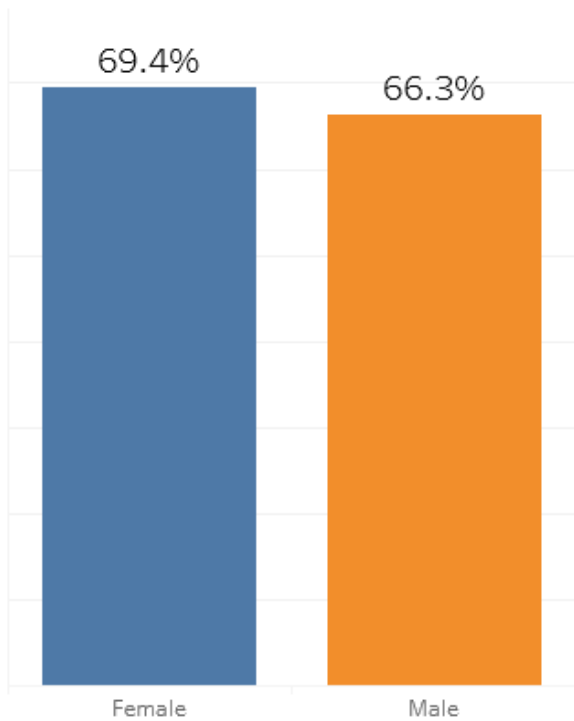
Divison: (All) Department: (All) Course Name: (All)

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

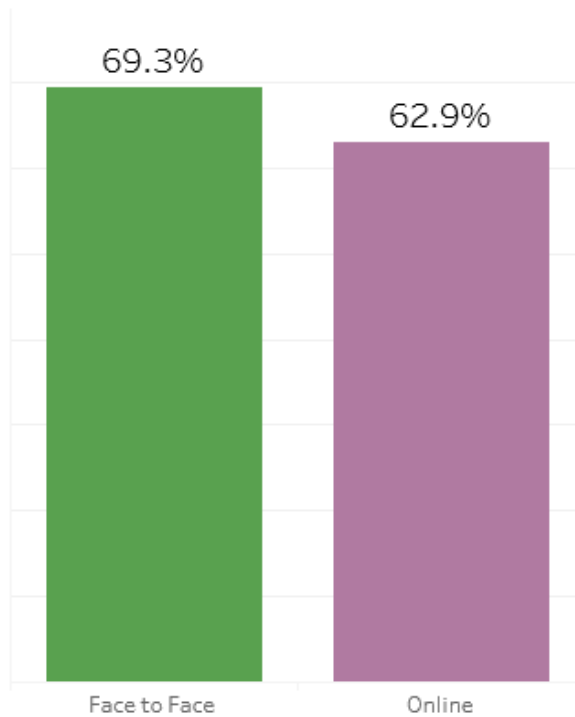
Ethnicity for 2015-2016 & 2016-2017



Gender



Modality



Course Success Rates by Ethnicity, Gender, and Modality

Divison
MALHE

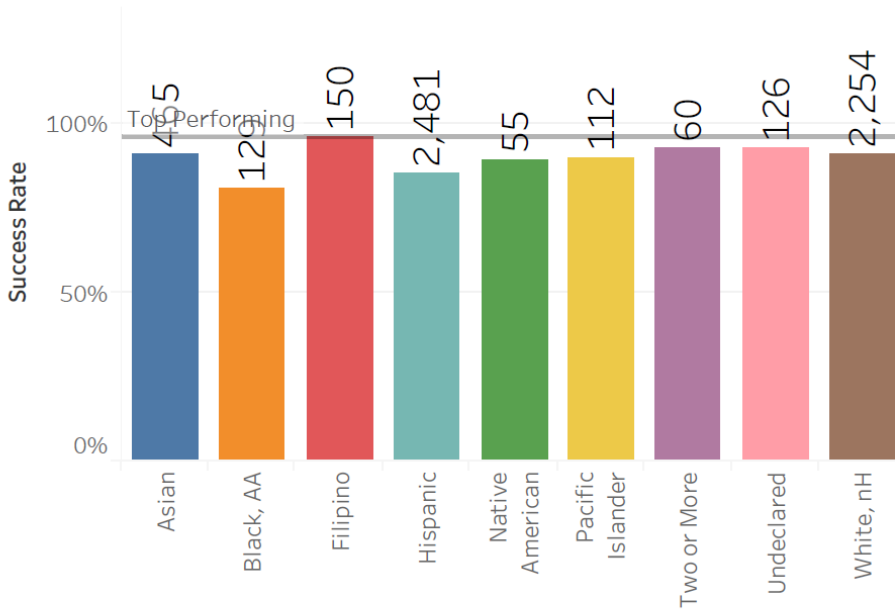
Department
All

Academic Year
Multiple values

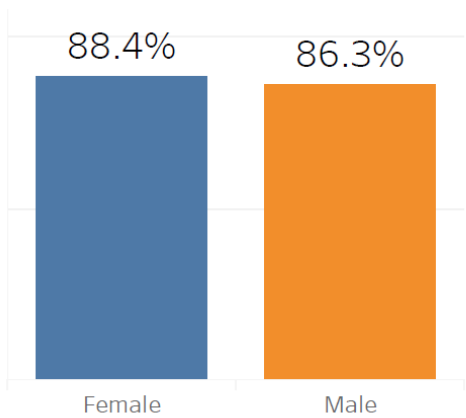
Term
All

Filter to a division and/or department - individual courses can be unselected to view similar courses together. Select chart elements to filter other charts to same, e.g. Pick Asian success bar to see Asian gender and Asian modality. Select again to clear.

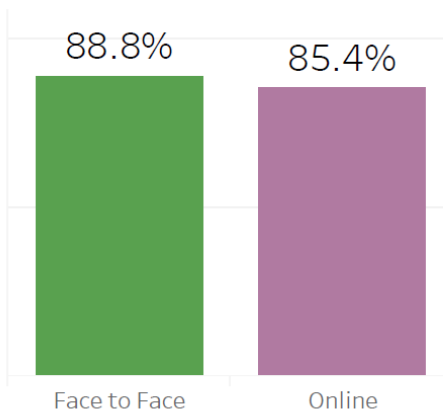
Ethnicity for 2015-2016 & 2016-2017 MALHE All



Gender



Modality



Course Name

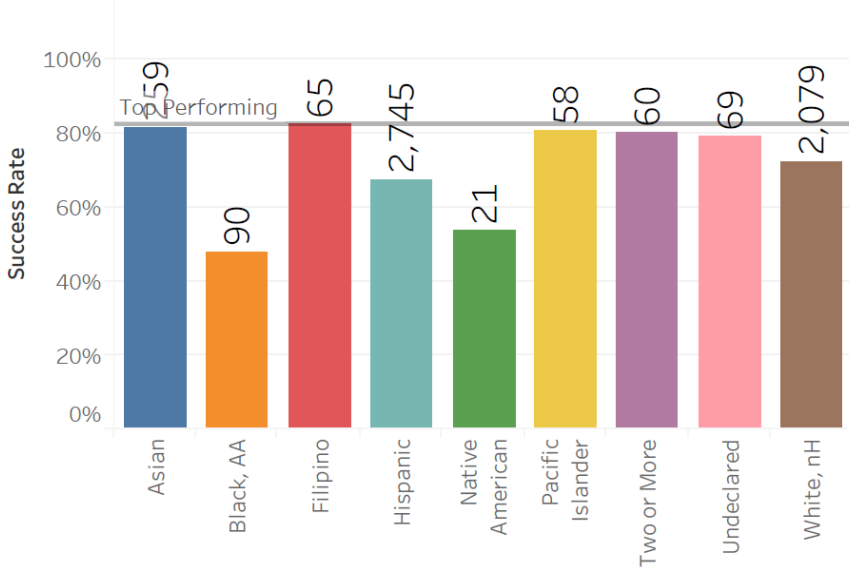
- MDTAST-360
- MDTAST-361
- MDTAST-362
- MDTAST-363
- MDTAST-364
- MDTAST-365
- MDTAST-366
- MDTAST-367
- MDTAST-368
- MDTAST-369
- MDTAST-370
- MDTAST-371
- MDTAST-372
- MMDAST-299C
- MMDAST-320
- MMDAST-321
- MMDAST-322
- MMDAST-323
- MMDAST-324
- MMDAST-325
- MMDAST-326
- MMDAST-352
- MMDAST-353
- MMDAST-354
- MMDAST-399B
- MMDAST-399C
- MNURSE-40
- MNURSE-52
- MNURSE-53
- MNURSE-115

Course Success Rates by Ethnicity, Gender, and Modality

Divison: MFACO
 Department: All
 Academic Year: Multiple values
 Term: All

Filter to a division and/or department - individual courses can be unselected to view similar courses together. Select chart elements to filter other charts to same, e.g. Pick Asian success bar to see Asian gender and Asian modality. Select again to clear.

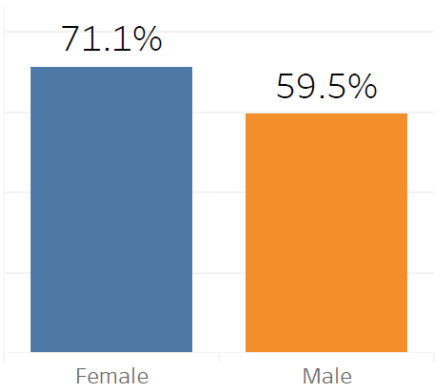
Ethnicity for 2015-2016 & 2016-2017 MFACO All



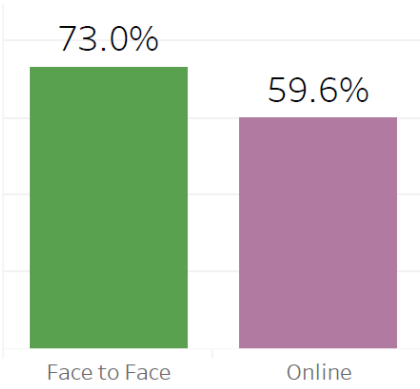
Course Name

- MCLART-211
- MCLART-301
- MCLART-302
- MCLART-349B
- MCLART-349D
- MCLART-399B
- MCLDDV-48A
- MCLDDV-48B
- MCLDDV-101
- MCLDDV-103
- MCLDDV-104
- MCLDDV-105
- MCLDDV-107
- MCLDDV-109
- MCLDDV-111
- MCLDDV-121
- MCLDDV-122
- MCLDDV-123
- MCLDDV-125
- MCLDDV-126C
- MCLDDV-126E
- MCLDDV-127
- MCLDDV-127C
- MCLDDV-128
- MCLDDV-128B
- MCLDDV-128C
- MCLDDV-128D
- MCLDDV-130B
- MCLDDV-130C

Gender



Modality



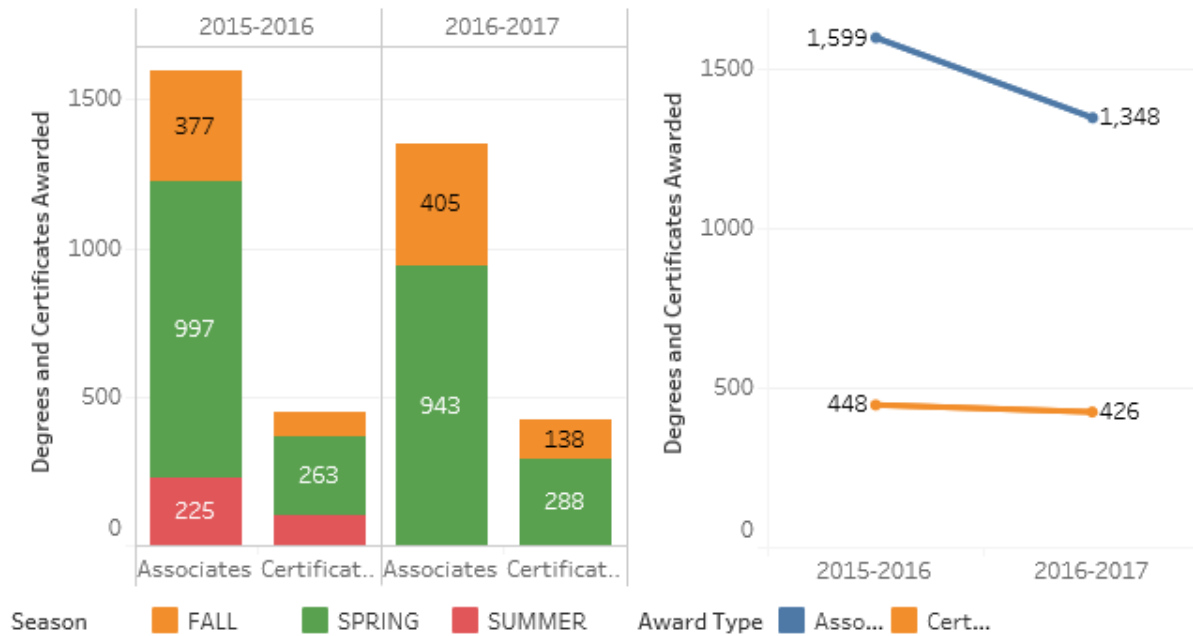
Degrees Awards and Certificates - Trended

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 |



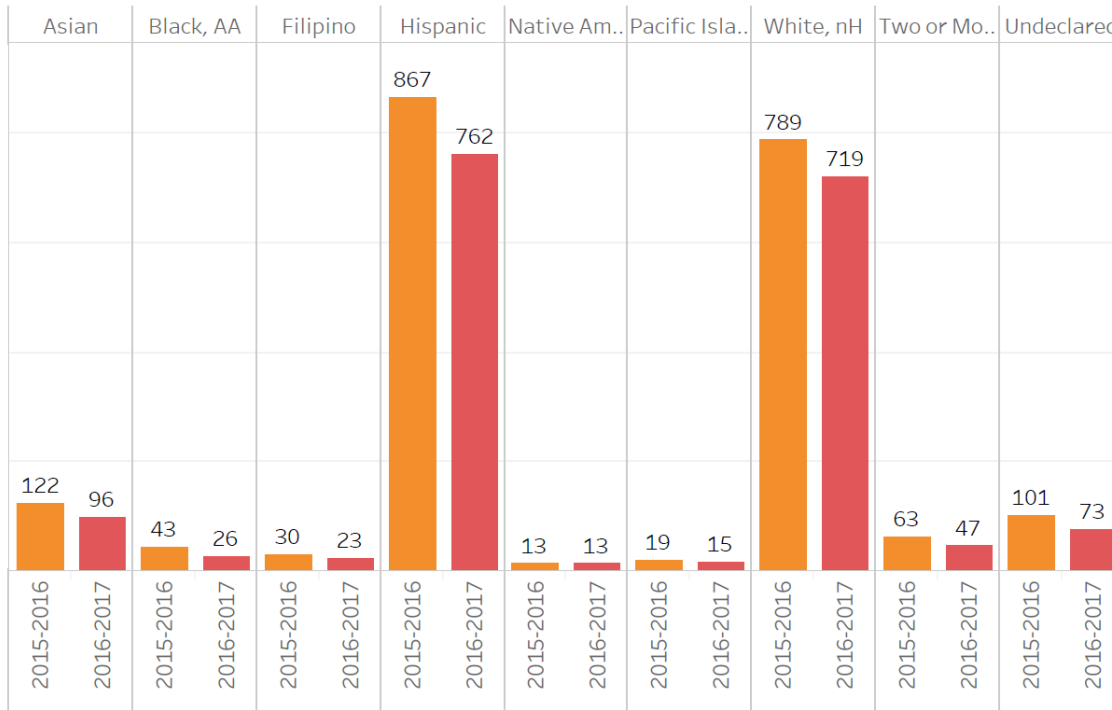
Degrees Awards and Certificates

Academic Year
Multiple values

2015-2016 & 2016-2017

| Division | Academic Year | Gender | Count |
|----------|---------------|----------|-------|
| All | 2015-2016 | Female | 1,042 |
| | | Male | 546 |
| | | Unlisted | 11 |
| All | 2016-2017 | Female | 897 |
| | | Male | 440 |
| | | Unlisted | 11 |
| All | 2015-2016 | Female | 297 |
| | | Male | 147 |
| | | Unlisted | 4 |
| All | 2016-2017 | Female | 281 |
| | | Male | 135 |
| | | Unlisted | 10 |

By Ethnicity



Academic Year
■ 2015-2016
■ 2016-2017

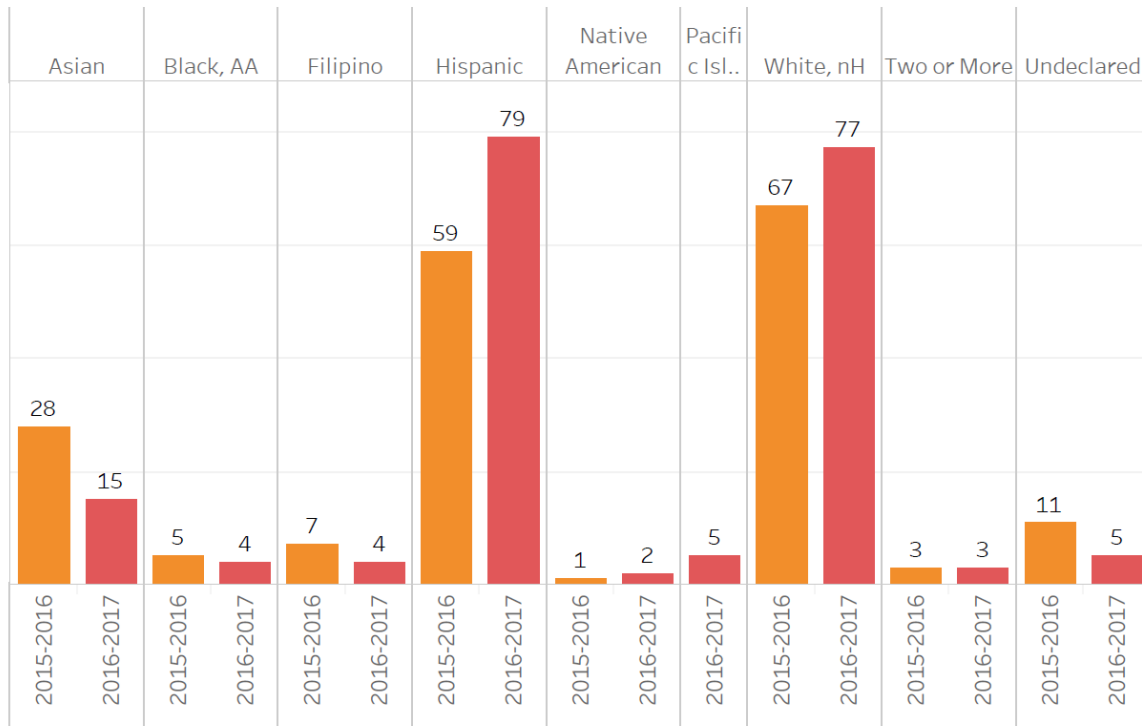
Degrees Awards and Certificates

Academic Year
Multiple values

2015-2016 & 2016-2017

| | | | | |
|-------------------------|--------------|-----------|-----------|--------|
| Division MALHE | Associates | 2015-2016 | Female | 122 |
| | | | Male | 29 |
| | | | Unlisted | 1 |
| Department All | | 2016-2017 | Female | 123 |
| | | | Male | 27 |
| Academic Program All | Certificates | 2015-2016 | Female | 29 |
| | | | 2016-2017 | Female |
| Award Type All | | | Male | 2 |

By Ethnicity



Academic Year

2015-2016

2016-2017

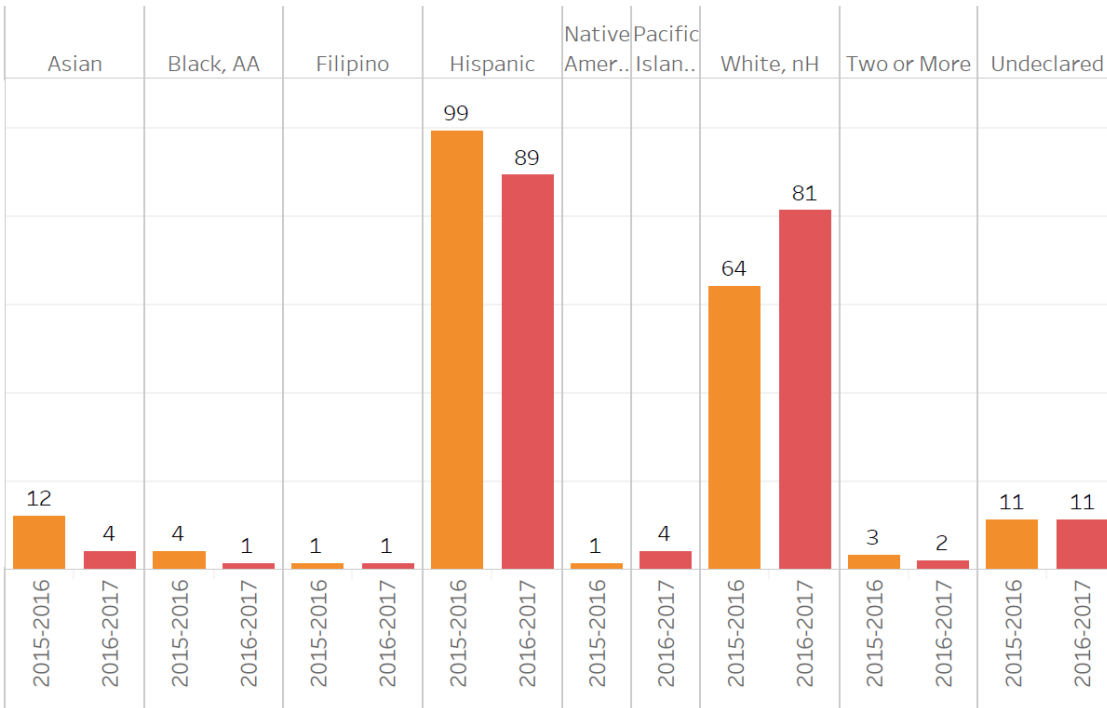
Degrees Awards and Certificates

Academic Year
Multiple values

2015-2016 & 2016-2017

| Division | Academic Year | Gender | Count | | |
|----------|---------------|----------|-------|--|--|
| MFACO | 2015-2016 | Female | 49 | | |
| | | Male | 3 | | |
| | 2016-2017 | Female | 52 | | |
| | | Male | 4 | | |
| All | 2015-2016 | Female | 136 | | |
| | | Male | 6 | | |
| | | Unlisted | 1 | | |
| | 2016-2017 | Female | 127 | | |
| | | Male | 8 | | |
| | | Unlisted | 2 | | |

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 | 1.1% |
| 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% |

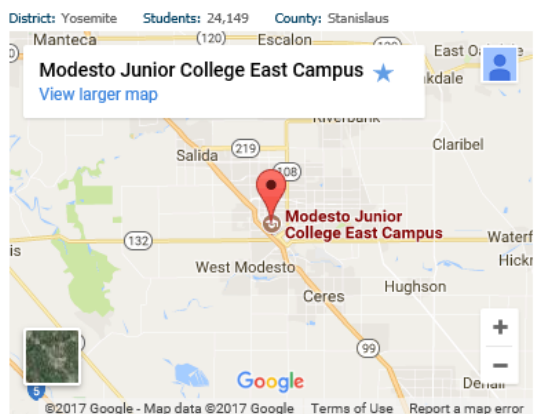
INSTITUTIONAL INFORMATION

| | |
|---|----------|
| 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

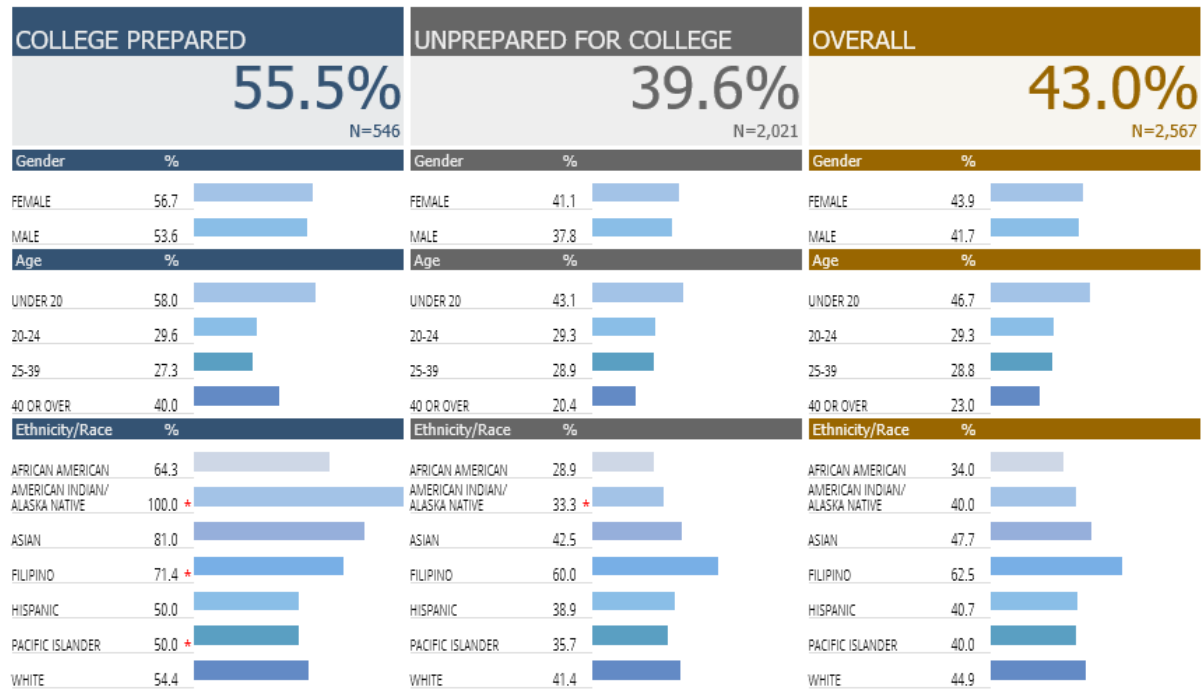
About the college

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.



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.



0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

*: Cohort fewer than 10 students

Percentage of Unprepared Students: 79%

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

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.

The Administrative Unit Outcome results for ALHE/FCS indicate overall scores higher than the college-wide average with ALHE having an overall score of 3.33 and FCS 3.18 in comparison to the overall college-wide score of 3.14. ALHE scores were higher in than the college-wide numbers in all areas. The highest score was in the area of Quality (3.52) and Faculty Support (3.33). FCS data also indicates the highest overall scores in Quality (3.42) and Faculty Support (3.33). FCS scored slightly lower than the college in two areas feedback and office help. The area of office help scored a 2.96 in all areas (when, where, years). There are areas where the FCS department falls slightly below the college averages which is not surprising due to the administrative, faculty, and support staff transition in the last two years. Specifically, the FCS administrative specialist position has been in transition for the past year.

Institutional Learning Outcomes (ILO)

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

Institutional Learning Outcomes data indicate ILO success rates to be more than 10% higher than the college in all areas. ALHE with an overall average of 96% and FCS 91% compared to the college's 81% overall average. For ALHE Communication (99.2%) and Information & Technology Literacy (96.0%) had the highest ILO's while FCS had Creative, Critical & Analytical Thinking (93.0%) and Cultural Literacy and Social Responsibility (93.5%) as their highest ILO's. In reviewing ILO's by ethnicity in ALHE Native American students scored below 90% in the area of Personal and Professional Development. For FCS Asian students score below 80% in all areas and Black/A.A. students in the area of Communication and Creative, Critical & Analytical Thinking.

Analysis, Planning and Continuous Quality Improvement: AUOs and ILOs

After analyzing the above data, provide plans for improvement. How 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?

Continue to provide opportunities for faculty to dialogue about the data, share ideas and strategies.

Student Experience Survey

Responses to questions are rated on a 1 to 4 scale; 1 Poor, 2 Fair, 3 Good and 4 Excellent.

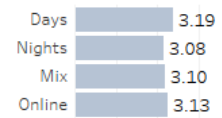
- (All)
- Agriculture and Environmental Sciences
- Allied Health
- Arts, Humanities, and Communications
- Business, Behavioral and Social Sciences
- Community Education
- Don't know
- Family & Consumer Sciences
- Literature & Language Arts
- Physical, Recreational, and Health Education
- Science, Math and Engineering
- Technical (Workforce) Education

When classes are taken

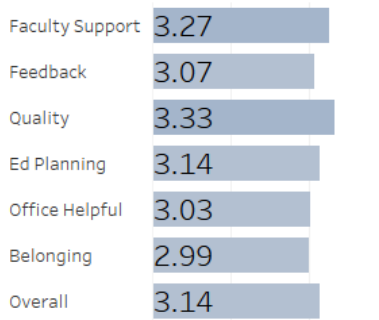
Allied Health

| | Days | Nights | Mix | Online | Overall |
|-----------------|------|--------|------|--------|---------|
| Faculty Support | 3.42 | 3.33 | 3.44 | 3.27 | 3.40 |
| Feedback | 3.34 | 2.90 | 3.15 | 3.38 | 3.26 |
| Quality | 3.56 | 3.37 | 3.50 | 3.38 | 3.52 |
| Ed Planning | 3.43 | 3.21 | 3.36 | 3.23 | 3.38 |
| Office Helpful | 3.31 | 2.92 | 3.17 | 3.29 | 3.23 |
| Belonging | 3.26 | 2.83 | 3.13 | 3.04 | 3.18 |
| Overall | 3.39 | 3.10 | 3.29 | 3.27 | 3.33 |

College by Time



Overall College Satisfaction



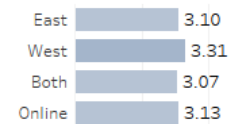
Select a department using top-left menu to filter tables. Overall column totals can be compared to College bar charts. To view full question text, hover mouse over items.

Variance between tables are due to not all students answering all questions, with empty/null values removed.

Where classes are taken

| | East | West | Both | Online | Overall |
|-----------------|------|------|------|--------|---------|
| Faculty Support | 3.45 | 3.44 | 3.38 | 3.28 | 3.41 |
| Feedback | 3.23 | 3.37 | 3.01 | 3.36 | 3.25 |
| Quality | 3.61 | 3.57 | 3.43 | 3.36 | 3.52 |
| Ed Planning | 3.52 | 3.48 | 3.22 | 3.12 | 3.38 |
| Office Helpful | 3.24 | 3.29 | 3.14 | 3.20 | 3.24 |
| Belonging | 3.16 | 3.28 | 3.05 | 2.91 | 3.18 |
| Overall | 3.37 | 3.41 | 3.21 | 3.21 | 3.33 |

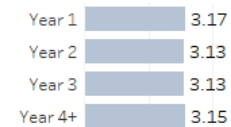
College by where



Years attended

| | Year 1 | Year 2 | Year 3 | Year 4+ | Overall |
|-----------------|--------|--------|--------|---------|---------|
| Faculty Support | 3.34 | 3.38 | 3.47 | 3.42 | 3.40 |
| Feedback | 3.27 | 3.19 | 3.24 | 3.27 | 3.25 |
| Quality | 3.37 | 3.45 | 3.57 | 3.63 | 3.52 |
| Ed Planning | 3.34 | 3.32 | 3.36 | 3.45 | 3.38 |
| Office Helpful | 3.14 | 3.12 | 3.41 | 3.24 | 3.23 |
| Belonging | 3.11 | 3.03 | 3.18 | 3.28 | 3.17 |
| Overall | 3.27 | 3.25 | 3.37 | 3.39 | 3.33 |

College by how long



Student Experience Survey

Responses to questions are rated on a 1 to 4 scale; 1 Poor, 2 Fair, 3 Good and 4 Excellent.

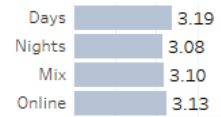
- (All)
- Agriculture and Environmental Sciences
- Allied Health
- Arts, Humanities, and Communications
- Business, Behavioral and Social Sciences
- Community Education
- Don't know
- Family & Consumer Sciences
- Literature & Language Arts
- Physical, Recreational, and Health Education
- Science, Math and Engineering
- Technical (Workforce) Education

When classes are taken

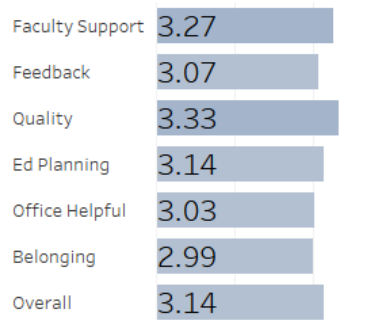
Family & Consumer Sciences

| | Days | Nights | Mix | Online | Overall |
|-----------------|------|--------|------|--------|---------|
| Faculty Support | 3.17 | 3.48 | 3.40 | 3.30 | 3.33 |
| Feedback | 2.77 | 3.17 | 3.04 | 3.30 | 3.01 |
| Quality | 3.41 | 3.46 | 3.36 | 3.50 | 3.42 |
| Ed Planning | 3.10 | 3.36 | 3.04 | 3.20 | 3.17 |
| Office Helpful | 2.77 | 3.00 | 3.00 | 3.38 | 2.96 |
| Belonging | 2.97 | 3.25 | 3.20 | 3.33 | 3.15 |
| Overall | 3.03 | 3.30 | 3.17 | 3.33 | 3.18 |

College by Time



Overall College Satisfaction



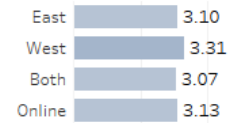
Select a department using top-left menu to filter tables. Overall column totals can be compared to College bar charts. To view full question text, hover mouse over items.

Variance between tables are due to not all students answering all questions, with empty/null values removed.

Where classes are taken

| | East | West | Both | Online | Overall |
|-----------------|------|------|------|--------|---------|
| Faculty Support | 2.83 | 3.42 | 3.36 | 3.43 | 3.33 |
| Feedback | 2.58 | 2.95 | 3.08 | 3.71 | 3.00 |
| Quality | 3.08 | 3.48 | 3.38 | 3.71 | 3.41 |
| Ed Planning | 2.67 | 3.27 | 3.20 | 3.29 | 3.17 |
| Office Helpful | 2.45 | 3.03 | 2.86 | 3.80 | 2.95 |
| Belonging | 2.73 | 3.18 | 3.17 | 3.43 | 3.14 |
| Overall | 2.73 | 3.23 | 3.18 | 3.55 | 3.17 |

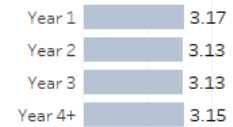
College by where



Years attended

| | Year 1 | Year 2 | Year 3 | Year 4+ | Overall |
|-----------------|--------|--------|--------|---------|---------|
| Faculty Support | 3.56 | 3.45 | 3.39 | 3.12 | 3.33 |
| Feedback | 3.06 | 3.21 | 3.06 | 2.85 | 3.01 |
| Quality | 3.50 | 3.65 | 3.41 | 3.24 | 3.42 |
| Ed Planning | 3.11 | 3.30 | 3.33 | 3.03 | 3.17 |
| Office Helpful | 3.00 | 3.00 | 3.19 | 2.81 | 2.96 |
| Belonging | 3.22 | 3.55 | 3.50 | 2.70 | 3.15 |
| Overall | 3.25 | 3.37 | 3.31 | 2.96 | 3.18 |

College by how long



Program Analysis

Program Personnel

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

Faculty

Institutional Research will supply faculty names, no need to type

Please supply non-Faculty staff in your department with their position, and if FT / PT / 10 month, etc.

ALHE/FCS

| | | |
|--------------------------|----|----------|
| Dean | FT | 12 month |
| Administrative Secretary | FT | 12 month |

Allied Health (ALHE)

| | | |
|--|--------|---------------------------------------|
| Administrative Assistant | FT | 12 month |
| Administrative Specialist | FT | 12 month |
| Program Specialist FT 50% and Administrative Assistant FT 50% (split position) | | |
| Instructional Support Assistant | FT 75% | 10 month |
| Instructional Support Specialist | FT | 12 month |
| Instructional Support Technician (HPSL) | FT | 10 month |
| Instructional Support Specialist | FT 75% | 11 month (location: Columbia College) |

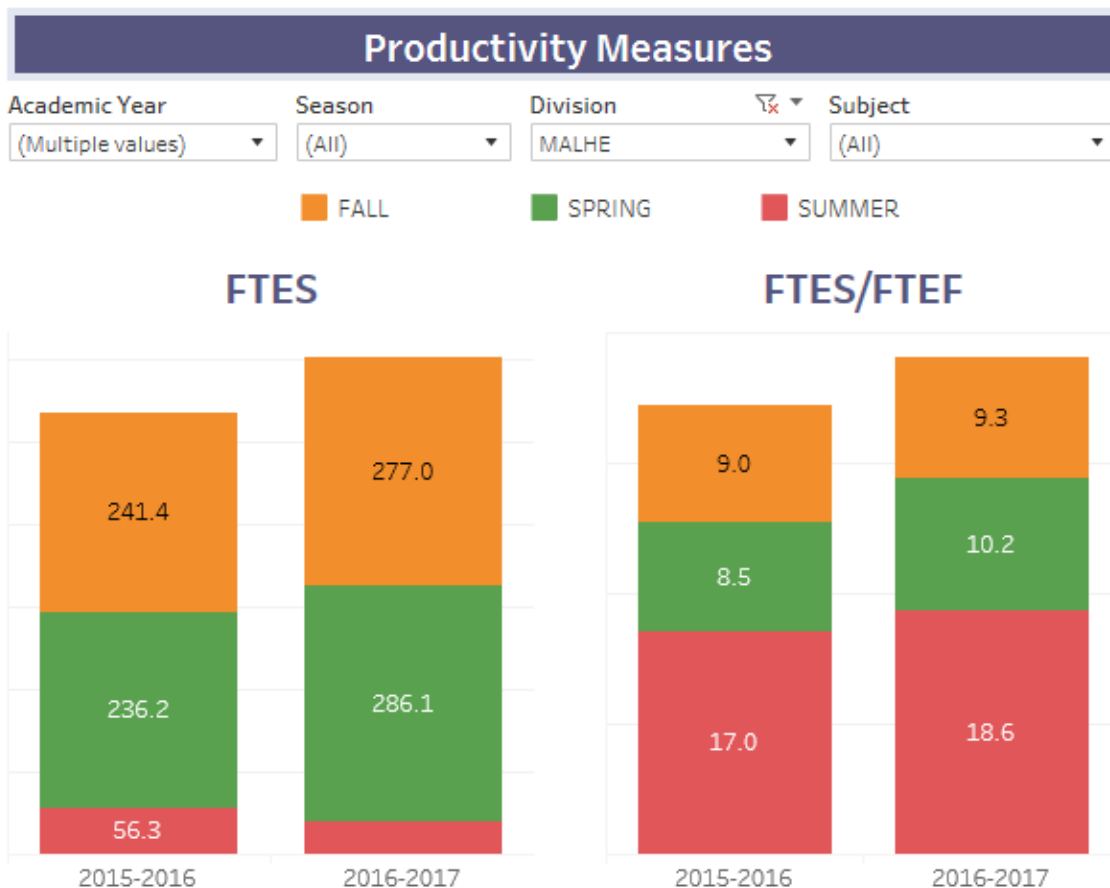
Family and Consumer Sciences (FCS)

| | | |
|------------------------------|----|-----------|
| Administrative Specialist | FT | 12 months |
| Child Development Specialist | FT | 10 months |

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.

ALHE numbers for fall and spring fall below the college's FTES/FTEF productivity average due to the structure and format of the nursing, respiratory care, medical assisting and certified nursing assistant programs. These programs are application based with program requirements and limited enrollment. For FCS data indicates productivity rates for fall (20.73) and spring (19.14) above the college for the past two years.



Department Productivity MALHE division, All department

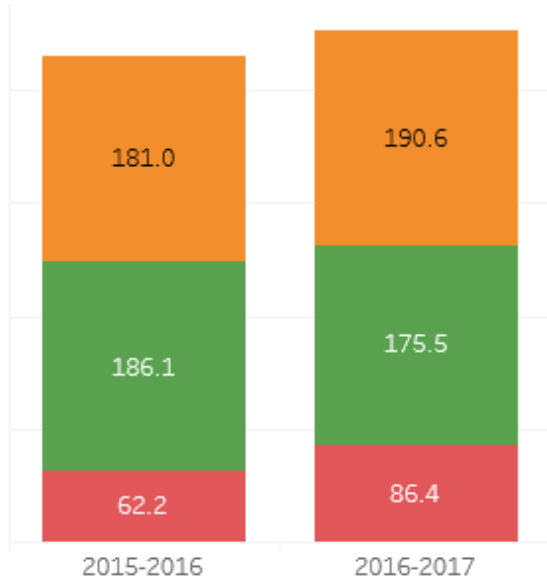
| | Ftef | Ftes | FTES / FTEF | WSCH / FTEF |
|---------|-------|--------|-------------|-------------|
| 2015MFA | 26.92 | 241.43 | 8.97 | 269.02 |
| 2016MSP | 27.78 | 236.18 | 8.50 | 255.09 |
| 2016MSU | 3.31 | 56.25 | 17.01 | 510.28 |
| 2016MFA | 29.94 | 276.98 | 9.25 | 277.53 |
| 2017MSP | 27.96 | 286.07 | 10.23 | 306.99 |
| 2017MSU | 2.12 | 39.53 | 18.64 | 559.26 |

Productivity Measures

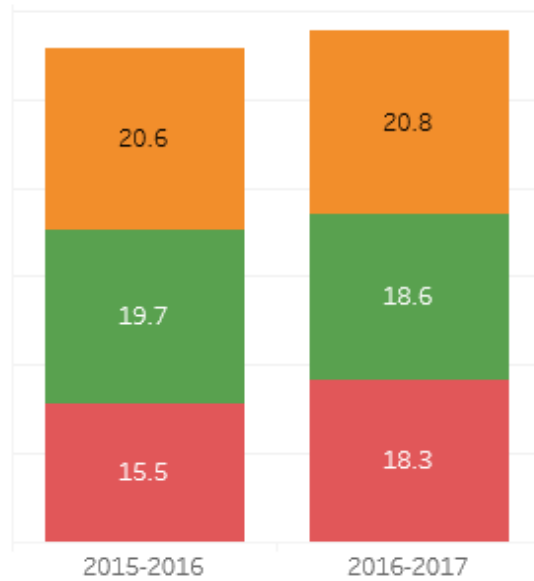
Academic Year: (Multiple values) Season: (All) Division: MFACO Subject: (All)

■ FALL ■ SPRING ■ SUMMER

FTES



FTES/FTEF



Department Productivity MFACO division, All department

| | Ftef | Ftes | FTES/FTEF | WSCH/FTEF |
|---------|------|--------|-----------|-----------|
| 2015MFA | 8.78 | 181.00 | 20.61 | 618.44 |
| 2016MSP | 9.47 | 186.13 | 19.66 | 589.84 |
| 2016MSU | 4.01 | 62.17 | 15.52 | 465.47 |
| 2016MFA | 9.15 | 190.63 | 20.84 | 625.24 |
| 2017MSP | 9.43 | 175.53 | 18.62 | 558.63 |
| 2017MSU | 4.73 | 86.38 | 18.28 | 548.27 |

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.

- ALHE programs are collaborating on a Strong Work Force (SWF) proposal to utilize the originally known as the dental lab space as a shared space between all ALHE programs to allow for increase capacity
- With the support of SWF, work towards the expansion of the Medical Assistant and the Certified Nurse Assistant programs to provide access for a 2nd cohort of students at Columbia College
- The increase in enrollment and demand for medical assistant supports the need for an additional Instructional Support Assistant
- Identify opportunities to bring equity training to the Division and include adjunct faculty and staff
- Establish a five (5) year plan to address the need to maintain the most current technology to effectively and efficiently continue to provide excellent education to students
- With the increase demand for Medical Assistant, CNA program, Child Development and the addition of the Bachelor's Degree Programing Respiratory Care there is an overall need for additional support staff.
- The instructional technology and teleconference needs across all ALHE programs supports the need for an additional instructional support assistant
- Offer opportunities for faculty to further review success and equity data
- Increase focus on assessment and curriculum development
- Update FCS classrooms with current technology and appropriate tables and chairs to provide a positive learning experience for students and faculty
- Update technology for faculty and staff in the division to increase efficiency. The majority of the systems currently in use are over 10 years old (620 systems)
- Local partners continue to provide clinical placements for program students at Dr.'s offices, hospitals and local facilities.
- The Hospital Council continues to provide financial support to the ADN program. The contract is up for renewal this year.
- The overall goal of the division is to continue to improve the student learning experience.

Resource Request and Action Plan

| Priority | Name | Resource Type | Estimated Cost | Objective |
|----------|---|---------------|----------------|---|
| Critical | Computer (w/22" monitor) upgrades for faculty and staff | Equipment | \$50,000 | Systems are over 10 years old and ineffective for faculty and staff to be efficient. Current systems are not compatible with current program software needs |

| | | | | |
|-----------------|--|-------------------------|-----------|---|
| Critical | Smart Class upgrade for Muir 155, 159, 160 and 163 to include computer system, 22" monitor, document camera, projector, screen etc. | Equipment | \$40,000 | Systems are out dated and over 10 years old. Faculty struggle to boot up their system and are dealing with constant challenges in using the old technology. |
| Critical | 2 Network LaserJet printers | Equipment | \$2,600 | Shared printers in faculty areas are no longer operational or repairable |
| Critical | Computers for instructor workstations in Glacier Hall (GH) 101 & 201 | Instructional Equipment | \$3,400 | Equipment is beginning to fail and needs to be updated |
| Critical | Technology upgrades for GH 101 and 201 | Instructional Equipment | \$24,000 | Video, teleconferencing equipment is beginning to fail and upgrades are needed |
| Critical | Thin Computers for Redbud computer lab at Columbia College | Equipment | \$2,000 | Computer lab needs to be updated to accommodate required software |
| Needed | FT Administrative Technician shared between ALHE/FCS programs | Personnel | \$50,000 | Support the expansion of the ADN, CNA, Medical Assistant and Respiratory programs. |
| Critical | Instructional Support Technician – increase from 10 month to 12 month | Personnel | \$6,000 | The two additional months are needed to conduct regular maintenance in Glacier during the summer |
| Needed | Apollo Manikin w/ warranty | Instructional Equipment | 78,000 | The purchase of a new Manikin will be part of a 5 year cycle plan to maintain up to date technology |
| Critical | Infrastructure: Reconfigure Dental Lab for shared space for ALHE programs | Facilities | \$500,000 | Programs are at capacity and have reached a critical point of needing additional space to expand and increase enrollment. |

| | | | | |
|-----------------|--|-------------------------|------------|--|
| Needed | Skills Lab Equipment for RSCR | Instructional equipment | \$200,000 | Technology is rapidly changing in healthcare and the need to enhance experiential learning requires improved technology and equipment within the laboratory. |
| Critical | Dedicated FT Tenured Track faculty position for the CNA program | Personnel | \$80,000 | The program is increasing and has the potential to expand with additional cohorts in Columbia |
| Needed | 2 Exam Tables for Medical Assistant | Instructional Equipment | \$10,500 | To accommodate expanding the program by adding a second cohort |
| Needed | 2 mobile BP monitors with stands | Instructional Equipment | \$5,000 | Skill lab supplies |
| Needed | Thermometers for Medical Assistant | Instructional Equipment | \$1,200 | Skill lab supplies |
| Needed | FT staff for Medical Assisting Lab | | \$50,000 | To support the increase to a 2nd cohort of student |
| Needed | Surface pros | Instructional Equipment | \$10,500 | For faculty use in instruction |
| Needed | (2) Manikins | Instructional Equipment | \$3,600.00 | Nurse Assistant can practice newly developed skills i.e. bathing, dressing and repositioning a patient on the manikin before starting clinical. |
| Needed | Blood pressure cuff and stethoscope | Instructional Equipment | \$2,700.00 | Nurse Assistant can practice newly developed skills i.e. measuring blood pressure. |
| Needed | Reusable Hospital Gowns and thermometers for Nurse Assistant | Supplies | \$800.00 | Nurse Assistant can practice newly developed skills i.e. changing patient nightgowns and measuring body temperature. |
| Critical | Me-Wuk Lab Classroom: indoor | Instructional Equipment | \$66,000 | Repairs needed for licensing and safety Community Playthings |

| | | | | |
|-----------------|---|--------------------------|----------|---|
| Critical | Me-Wuk Lab Classroom: outdoor | Instructional Equipment | \$25,000 | Community Playthings |
| Needed | Office furnishing | Furnishing | \$20,000 | Faculty office furniture is inadequate and not conducive to meeting with students. |
| Needed | Wireless microphone for one classroom | Instructional Equipment | \$1,000 | Support online instruction. |
| Needed | Web cams for faculty computers | Instructional Equipment | \$1,500 | Support online instruction. |
| Needed | Media, videos | Instructional Equipment | \$5,000 | Support online instruction |
| Needed | Instructional materials for Child Development to use in the classrooms | Instructional Equipment | \$500 | Support instruction in the classroom |
| Needed | Interactive Conference Room monitor | Instructional Equipment | \$3,000 | Support instruction to provide faculty with the technology to conduct observations of students |
| Critical | Replace carpeting, ceiling panels, and painting to Muir classrooms and department office | Facilities | \$35,000 | This area is in great need of some attention. Current status of the carpet is a safety concern. |
| Needed | Training for staff and faculty | Professional Development | \$10,000 | Funding for staff, faculty training onsite and of campus related to specific role and/or discipline (conferences, required training, etc) |
| Critical | FT Instructional Support Technician | Personnel | \$45,000 | To support the expansion of programs in ALHE using HPSL and teleconferencing classrooms |

| | | | | |
|-----------------|--|-------------------------|---------|---|
| Critical | Fencing and gates for MeWuk back yard | Facilities | \$6,000 | MeWuk: Safety gate at courtyard, gate installed from shed to yard. Barrier installed between Tuff Shed and 2nd shed and gate installed at top of steps on upper patio. Licensing requirements |
| Critical | Picnic tables | Instructional Equipment | \$1,000 | Existing tables are sagging and have splinters - Facilities recommends replacement. |
| Needed | MeWuk Kitchen | Facilities | \$8,000 | Remodel kitchen counters to accommodate dishwasher and area where stovetop is currently located |

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 |
|-------------------------------------|-----------|--|
| Respiratory Care exam Prep Software | 2014-2015 | This software continues to be beneficial to student in preparing for the National Board exams. |
| Student Lab Scanner | 2014-2015 | The scanner facilitates the opportunity for student to easily scan documents and upload to CANVAS. |
| | | |