***Contra Costa Community College District***

***2014 Educational Planning Annual Report***

**Los Medanos College**

Program Review Narrative

Los Medanos College conducts a comprehensive program review of all its instructional, student services and administrative programs/units every five years. All programs and units participate in an annual program review update, in addition to the comprehensive program review. A five-year cycle was selected to align with the Title 5 requirement of updating all course outlines of record (COORs) at least once in five years. The annual update enables all programs to plan for the upcoming year and to review the progress of the previous year regularly and systematically. This process does not differentiate between other programs and Career Technical Education (CTE) programs, which are required to conduct a program review every two years. The last comprehensive program review was conducted during the 2012-2013 academic year, with the next one due during the 2017-18 academic year. Close to 100% of the College’s program/unit reviews have been completed.

All program/unit reviews are uploaded to a ‘home-grown’ electronic submission tool called the “Program Review Submission Tool” (PRST), which is enhanced annually based on user feedback. This tool is the single repository for program/unit review and planning, as well as program-level and course-level assessment reports. The PRST also indicates whether funds are being requested through the Resource Allocation Process (RAP), which dovetails with the program/unit review process annually. Planning, program review, assessment, resource allocation, and professional development – in keeping with Accreditation Standards related to process integration – are fully aligned in the program review process and have been incrementally incorporated into the PRST.

Progress Since 2013

*Changes to Program Review* (Please include current status and what was done)

Many changes have taken place during the year:

* The program review process is discussed and adjusted as necessary by the Planning Committee, which is a shared governance body charged with overseeing College planning. The process is implemented by the Office of Planning & Institutional Effectiveness (P&IE), which was established in July 2013. Last year, learning communities requested a separate reporting format to be incorporated into the common PRST. The Planning Committee approved this request, and the PRST was modified to provide this feature in Fall 2014.
* The PRST has been enhanced to include institutional and program-level Standards of student success and completion as required by ACCJC. It was also enhanced to upload course-level and program-level assessment reports. New this year are two optional sections: “Professional Development” to document needs and ongoing activities; and “Departmental Successes” to document programmatic, student, faculty, staff or other successes.
* Since a formal and sustainable validation process has not yet been finalized, completed program reviews are reviewed by the supervising manager and then discussed with the unit personnel. A sustainable process is anticipated to be developed and implemented by the next academic year.

Elements of the program review process are becoming more and more a part of the culture of the College as a means of planning for the next year’s program improvements: reviewing student completion and success data; analyzing assessment results; and revisiting the previous year’s progress on objectives/goals. The process has become viewed as helpful to ‘build’ and improve programs, rather than as just a ‘task’ to be completed.

*Programs on Watch/In Trouble* (Include reason)

None.

*Most Improved Programs* (Please use your own elements when choosing the programs for this section. Ideas could be the top 5 improved programs due to increase in resources or the most improved over a three year period. Please include the reason for Improvement including productivity)

**Automotive Technology:** The Automotive Technology Department has highly-engaged full- and part-time faculty who have made strong improvements to the program over the past year. Their achievements include writing a successful Perkins Grant proposal to fund a hybrid car simulator. The addition of this simulator will allow for hybrid technologies to be more integrated into the curriculum, and will facilitate the creation of a new course (under development) for hybrid car technology. Auto Tech is also deeply involved with our K-12 partners, having developed articulation agreements with the three primary feeder high schools to LMC and with our local Pittsburg Adult Education partner. The program continues to stay abreast of policy changes and requirements from the State, and is positioned to upgrade its smog diagnostic machines based upon the new State standards.

**Biology & Physics**: The College completed the construction of the Brentwood Lab in April 2014, and new equipment was moved into the facility over the summer term. All of the equipment and supplies for the new space were purchased with the HSI STEM grant. The Biological and Physical Sciences programs are now offering new course sections (including Bio 20 and 21) in the Brentwood Lab this semester. A new Science Lab Coordinator was hired to support instruction at the Brentwood Center, and a full-time Biology instructor has become a permanent member of the faculty group there to provide leadership and assistance in this expansion. New 2014-15 offerings at the Brentwood Center for the Biological Sciences include Bio 10, 20, 21, and 30, as well as Physics 35, 36, 37, and 38. This will increase student access to major courses for Biological Science and Physics, and are expected to increase transfer and completion rates.

**Child Development:** Child Development has been able to re-establish infant care at LMC through the hard work of the faculty and Director of the Child Study Center, and with fiscal support from a Child Care Access Means Parents in School (CCAMPIS) Grant. The Early Childhood Education Program and on-site lab school serve a three-fold purpose: 1) the Child Study Center provides quality child care for students and employees; 2) the facility is a working lab where students receive hands-on experience with children from all ages, thus satisfying requirements for graduation; and 3) it addresses a key equity issue for students wanting to continue or complete their education by providing access to child care for their children, but also by modeling and valuing quality education that begins in the early years.

**Drama:** As a department, Drama has seen steadily rising enrollments over the past 3 years, and students who enroll in Drama classes reflect the diversity of our community very closely. Completion rates have climbed to 92% and success rates to 80%, exceeding the College average. Most impressively, those completion and success rates reflect mostly equitable outcomes for students of different ethnicities, although there is still a slight, but narrowing gap in success rates for African-American males. Five Associate Degrees in Drama were awarded in 2013 – 2014, and that number is expected to climb in coming years. This is an impressive accomplishment, since LMC’s Associate in Arts Degree for Transfer (AA-T) in Drama is a relatively recent offering.

The Drama Department continues to innovate and collaborate in our community, recently working with the city of Pittsburg to stage an upcoming production of *RENT* at the California Theatre. The musical is being produced in collaboration with the LMC Music Department, along with involvement and support from other departments, including Art. The performances will be held in December 2014 and are being sponsored by the Keller Canyon Mitigation Fund, the Pittsburg Arts Foundation, and LMCAS. Earlier this year, the California Theatre also sponsored the College’s production of *Fences*, which earned LMC the distinction of being one of the few community colleges ever asked to perform at the Kennedy Center American College Theatre Festival (KCACTF). That performance opened doors for several LMC Drama students, who pursued transfer opportunities after being actively recruited by universities in attendance at KCACTF.

**Library:** During the 2013-2014 academic year, the Library team continued efforts to provide resource and service support to LMC students and the entire campus community. Expanded evening hours led to an increase in foot traffic, with an average daily patron count of close to 1,500 – up from 1,250 in Spring 2013. Through a partnership with the Business Department, the Library was able to double the available computer stations available on the first floor; this increased access for both students and community users. The Reserve Textbook Program continues to be heavily utilized by students, with the 1,524 items in the collection circulating a total of 18,805 times. Library personnel continue to develop an embedded information literacy instruction program, delivering 84 workshops to a wide variety courses. Notable for 2013-14 was the development of an information literacy component for the Biology and Kinesiology programs, as well as a collaboration with the Transfer Academy's “Academic and Career Support Course: Becoming a College Scholar.” Additional accomplishments include improved and expanded outreach efforts to students and innovative programming, such as the Human Library event.

**Speech/Debate:** The Speech Program has seen rising enrollments over the last 3 years, with 91% completion and 83% success rates – well over the College average. Since the AA-T in Speech was first offered a few years ago, there was a jump in the number of degrees awarded: from one in 2012-13 up to ten in 2013-14.

In March 2014, LMC’s National Debate Team placed 3rd overall in the Community College Division of the National Parliamentary Debate Association (NPDA) Championship Tournament. The team had a stellar year, earning honors among colleges nationally:

* 2nd Place for community colleges at NPDA Nationals (University of the Pacific, 2013)
* 3rd Place for community colleges at NPDA Nationals (Arizona, 2014)
* 12th ranked institution among community colleges nationally (season-long sweepstakes)
* 52nd ranked institution among both community colleges and 4-year institutions nationally (season-long sweepstakes)

LMC has had a debate team only since Fall 2011, but the program has flourished in that short period. Its highlights include: presenting public debates at Pittsburg City Hall, focusing on current topics like Proposition 2 (November 2014), Measure E (June 2014), and Proposition 30 (November 2012); and collaborating with other College departments to present opportunities to engage in the art of debate, such as LMC’s first intramural tournament this Fall.

Status for 2014

*Programs on Watch/In Trouble* (Include reason)

None.

*Programs Being Investigated*

**American Sign Language:** The World Languages Department currently has a local skills certificate in American Sign Language (ASL). The program attracts a high number of students, as many of the courses satisfy transfer requirements to both the CSU and UC systems. In 2013-14, LMC offered 3.0 FTEF in ASL and generated 49.5 FTES (productivity 16.5); between 2007 and 2014, LMC awarded 34 Certificates of Completion in ASL. During the 2014-15 academic year, the World Languages Department will conduct an analysis of employment demand/opportunities and how it relates to the potential expansion of the program. This analysis will help to inform whether a full-time faculty member is needed to guide and develop this potential expansion. Currently, there are no full-time ASL faculty within the District.

**Fire Technology/Academy:** The Fire Academy began looking at its structure, funding, and compliance with State Fire Marshal standards in 2013-14; as a result, the program identified a need for additional oversight to ensure that all mandates were being met. It was determined that the workload for one full-time faculty member was not sufficient to address the needs of the Fire Tech Program, the needs of the 15-unit Fire Academy, and all of the logistic and administrative functions of both programs. The department funded a temporary logistics coordinator for the Fall 2014 academy and is looking to institutionalize the position for the future.

**Real Estate:** The Business Department has begun discussions to eliminate the Real Estate courses and program. The courses, last offered in Spring 2011, are readily available online and through private institutions. The department has chosen to focus on other areas, such as the Business AA-T degree, successful accounting courses and AS degree, and Small Business and Retail Management programs.

**Nursing:** Staffing has continued to be an issue for the Nursing Department. Although LMC was able to hire a full-time faculty/director for the LVN program after two recruitment attempts, the College still has not been successful in filling the RN director position. The department has conducted three rounds of interviews for this position, without any suitable candidates being identified. With the support of the department, the College converted the faculty FTE to a Senior Academic/Student Services Manager (M4) in the hope that the higher salary range may attract qualified candidates. However, this recruitment did not yield any qualified candidates. The College held preliminary conversations with the Vice President and Nursing Program Director at Contra Costa College to discuss the possibility of a shared Nursing Director position between the two institutions. Initial informal contact with the Board of Registered Nursing resulted in information that the Board would not approve such a shared Director position for two separately-accredited programs. A formal request has not been made at this time, and no further discussion have taken place between the CCC and LMC programs.

*New Instructional Programs* Proposal for being implemented (already investigated). Remember to complete the separate new program form.

None.

*Programs to be Modified/Reduced* (Include last program review date and/or reason for modification)

**Emergency Medical Services (EMS):** The EMS Program made major modifications to the EMT curriculum to include more lecture and less lab instruction. The result was an increase from 6 units to 8 units for the program. In looking at the National Registry passing rates, the faculty determined that the students were passing the skills portions at close to 100%; however, in the written portion of the exam, only 41% of students were passing on the first attempt. The faculty are assessing the structure of lab and lecture instruction, and have also added online testing and tutorial services to address the students’ success in the EMT Program.

**Biology:** As of Summer 2014, all sections of Bio 5, 10, and 30 are now being offered in the pedagogically-superior scheduled lab format. The department believes this change to the scheduled lab format is better for student retention, success, and learning. The change was made in anticipation of the development of the Biology transfer degree, once the Transfer Model Curriculum (TMC) is developed.

*Programs to be Discontinued* (Include reasons for being discontinued and status of faculty/staff involved)

None.

Student Learning Outcomes (SLOs)

*Narrative of Progress*

Across many areas of LMC, there is widespread dialogue about assessment results. There is increasing evidence that the process is leading to course and/or program improvements. Institutional decision-making includes consideration of assessment results, and LMC provides adequate resources to support the assessment process.

*(data from AACJC report)*

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|  | **Percentage** | **Comments** |
| % of **programs** with SLOs (ending with degree or certificate) | 100% | Includes Chancellor’s Office and locally-approved certificates |
| % of **program** SLOs with ongoing assessment  | 71% | Locally-approved certificates were added to the denominator in Spring 2013, so the percentage dropped. All programs will complete assessment by 2016-17 in this cycle of assessment. |
| % of **courses** with SLOs  | 100% |  |
| % of **course** SLOs with ongoing assessment  | 69% |  |
| % of **Student and Learning Support** with SLOs  | 100% |  |
| % of **Student and Learning Support Services** SLOs with ongoing assessment | 100% |  |
| % of **administrative units** with SLOs  | N/A | Not required by ACCJC |
| % of **administrative units** with ongoing assessment  | N/A |  |
| % of **Institutional** Outcomes | 100% | Same as General Education Outcomes |
| % of **Institutional** Outcomes with ongoing assessment | 80% | LMC has five degree-level SLOs; four of them have been assessed. |

Transfer Degrees (per SB 1440)

(Provide a brief description and identify the SB1440 degrees developed and approved to date)

During the 2013-14 academic year the following seven transfer degrees were developed and approved:

Administration of Justice, AS-T

Computer Science, AS-T

English, AA-T

History, AA-T

Journalism, AA-T

Mathematics, AS-T

Studio Arts, AA-T

The following transfer degrees were approved during the 2012-13 academic year:

Business Administration, AS-T

Communication Studies, AA-T

Early Childhood Education, AS-T

Kinesiology, AA-T

Physics, AS-T

Psychology, AA-T

Sociology, AA-T

Theatre Arts, AA-T

The following transfer degrees will be approved in 2014-15:

Anthropology, AA-T

Art History, AA-T

Music, AA-T