

*Contra Costa Community College District
2017 Educational Planning Annual Report*

Los Medanos College

Program Review Narrative

Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. 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, and our course and program level assessment cycles. Year 1 of each cycle is designated as a Comprehensive Program Review year; our last Comprehensive Program Review was in 2012-2013 and we are currently in the process of conducting a Comprehensive Program Review in 2017-2018. This review will include Program Level Student Learning Outcomes for Cycle 1: 2012-2017. (Annual updates throughout Cycle 1 included only course level assessments.)

All program/unit reviews are currently uploaded to a ‘home-grown’ electronic submission tool called the “Program Review Submission Tool” (PRST). At this time, 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. However, the PRST is no longer optimal to meet our needs, and we are in the process of exploring software that will better facilitate our work.

Progress Since 2016

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

Our new Senior Dean of Planning and Institutional Effectiveness, in collaboration with the Planning Committee, is leading the college in making significant changes to our Program Review process. Feedback from the college community, gathered during an intensive flex workshop and follow up survey, validated changes initially proposed by the Planning Committee. One significant change is to the frequency of our updates to the Comprehensive Program Review. Rather than annual updates, we are changing to updates in years 3 and 5 of our five-year cycle. This will give programs and units more time to achieve goals and objectives set in the Comprehensive Program Review before being asked to report on them; it will also allow greater focus on implementing activities designed to achieve the objectives.

In addition, the Comprehensive Program Review template has been substantially revised with the input of our deans, department chairs and Vice President of Instruction and Student Services. The current template is designed to be a practical, data driven tool that provides programs with a clear picture of the status of their programs, their outcomes, and the work that needs to be done to keep their

programs current and in good standing. Relevant data have been gathered, with the help of District Research, on an expanded set of data elements, and a new format has been developed that makes all data easily accessible to each program.

Aggregating data provided by individual programs and units will be a rich source of information for Planning Committee and our Shared Governance Council in assessing overall institutional effectiveness and needs over the next 5 years. Programs and units are asked to align their goals with our Strategic Planning and our Integrated Planning Goals. Looking at how institutional goals are being addressed across multiple programs and units will allow us to develop a clearer vision of how those goals can be achieved, and what resources will be needed to attain them.

Another major change in progress is the replacement of our PRST homegrown tool that has basically served as a repository of documents related to program review. We have convened an Advisory Group of faculty, staff and managers to begin the process of investigating software that can be developed to assist us in the following functions:

- Program Review
- Assessment (Course and Program Level SLOs)
- Resource Allocation
- Curriculum
- Planning
- Accreditation

The Advisory Group will collaborate with “User Groups” (e.g. department chairs, deans, Assessment Committee, Curriculum Committee, etc.) to review vendors, create specifications, and make recommendations to the President’s Cabinet. Our goal is to make a recommendation to President’s Cabinet by December 2017, create an RFP in January that will go out to vendors in February with a final selection made by March. Once the vendor is selected, we will work with them to develop a timeline for software development and implementation which we will communicate to the college community in April 2018.

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)

High School Articulation & Dual Enrollment Expansion

Over the past year, LMC has significantly enhanced its academic partnerships with East County high schools through increasing articulation and dual enrollment efforts.

During the 2016-17 academic year, 10 previous articulation agreements were renewed with local high schools and 10 new articulation agreements were developed. Through these agreements, 385 high school students received transcript credit with LMC. This level of engagement in articulated credit represented a 301% increase over the previous year. In 2017-18, the college has further increased articulation efforts by collaborating with Antioch Unified School District for the adoption of the *Get Focused Stay Focused* curriculum for 9th graders. This career exploration curriculum is aligned with COUNS-032 and COUNS-034 courses. Through this program an estimated 1200-1500 additional students will be eligible for 3 units of articulated credit with the college.

During the 2016-17 academic year, the college developed College and Career Access Pathways (CCAP) agreements with Antioch Unified School District and Pittsburg Unified School District in order to offer 20 sections of dual enrollment courses at 5 high school sites. More than 300 students enrolled in these courses, which were primarily focused on career exploration and college transition. In 2017-18 an additional CCAP agreement was developed with the Liberty Union High School District and 22 sections of courses are being offered at 9 high school sites across East County. The college anticipates between 500-600 students enrolling in these courses, which have been expanded to include Drama and Astronomy curriculum. Finally, to support this effort, a training program was developed and implemented in Fall 2017 for new dual enrollment faculty in order to support these faculty in working with this unique program and student population.

ESL

Under the leadership of Dr. Paula Gunder, our ESL program has seen significant revisions to its curriculum. Previously, all ESL courses were non-degree applicable credit courses. We have now added noncredit courses and degree applicable credit courses to those core offerings. Six noncredit courses have been approved locally and through the state Chancellor's Office; we are now in the process of approving three noncredit Certificates of Competency at the local level, each including two of the six noncredit courses. These certificates will be submitted to the state for approval as CDCP (Career Development and College Preparation) certificates. Once approved, we will be able to offer these noncredit courses for full apportionment, hopefully in 2018-2019. This will be a great service to our community, and will help fulfill aspects of our plan for the Adult Education Block Grant (AEBG).

In addition to curricular innovation, our ESL program has been invigorated by a number of professional development initiatives, many of which were funded by our Basic Skills Initiative. Examples include: Appreciative Advising, Course Contextualization, Student Engagement and Retention Projects, ESL Success Coaches, Embedded Peer Tutoring, and ESL Peer Advisory Leaders. Integral to these efforts is the participation of a dedicated team of adjunct faculty and the hire of a new full time counselor dedicated to ESL and Puente. In addition, a full time Transition Specialist, funded through AEBG, has worked steadily with outreach to our adult school ESL population. As a result, enrollments in ESL courses have improved significantly. In Fall of 2015, we had a seat count of 114 in all ESL courses combined. In Fall 2017, that has risen to a seat count of 197. Productivity is rising as well. We anticipate a continued rise in enrollments, and will be monitoring the success of these students as they progress through the college. We eagerly anticipate the implementation of our noncredit curriculum next year.

MESA

The Los Medanos College MESA Program is growing and successful. Over the past 5 years, the program has grown to its current largest size serving 240 MESA students and 156 ASEM students (who are served but do not meet all the eligibility requirements for MESA). This is 80% increase in the number of MESA students and a 191% increase in total students served from 5 years ago. This growth, however, has not been to the detriment of success. These students boast 90% course completion rates on average with 75% of the students in the latest cohort transferring to a 4 year college or university. The fact that all MESA students must be both educationally and financially disadvantaged to qualify for membership has not stopped this group of students from being one of the most successful groups on campus.

Math Placement via Multiple Measures Assessment

Over the past year, Los Medanos College has significantly modified our math placement process for students. By placing students using high school course completion and GPA (multiple measures) rather than using a standardized assessment test, we are now offering research proven methods of placement that provide students better access to the classes they need and for which they are most suited for success. Approximately 75% of students placed through multiple measures assessment are eligible to enroll in transfer gateway math courses in their first semester. We are looking forward to seeing the increased course success and program completion rates that we anticipate this will produce.

ETEC

ETEC has developed a new certificate in response to the need from industry and as a result of the program expansion grant provided by BART. David Wahl and Cecil Nasworthy worked directly with industry to build a stackable certificate to meet industry demand. The certificate just cleared SGC on October 25th, and is making its way through the approval process.

Business

Business is completing the "Business Information Worker" certificate. This certificate recognizes that today's office environment requires a command of technology and analytic software to be successful in administrative support positions. This certificate is a direct response to labor market data that indicate this level of training is in high demand across a multitude of industries.

Status for 2017

Programs on Watch/In Trouble (Include reason)

None.

Programs Being Investigated

Elementary Algebra and Arithmetic Skills Certificate of Competency (Non Credit)

ESL Certificate of Competency (Non Credit)

Sign Language AA/COA

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

AS-T in Social Justice Studies: LGBT Studies (Fall 17 Submission to CCCCCO)

AS-T in Social Justice Studies: African-American Studies (Fall 17 Submission to CCCCCO)

AA-T in Philosophy (Fall 17 Submission to CCCCCO)

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

None.

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

Through the program review process, it was recommended the following programs be discontinued:

AS in Chemistry, Fall 2016

AS in Biology, Fall 2016

AS & COA Office Administration, Fall 2016

AS & COA Real Estate, Fall 2016

COA Retail Management, Fall 2016

Student Learning Outcomes (SLOs)

Narrative of Progress

The Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment cycle takes place over a five-year timeline. Each of the course level SLOs are assigned to one of four possible cohorts. The final year of the cycle is reserved for the PLO assessment. During the 16-17 year, LMC determined we had approximately 90 courses that had not either 1) been assessed due to not being offered in alignment with the assigned cohort, or 2) that were deemed to be inactive, however, were still listed in the catalog. Courses that were not assessed have been placed into a new cohort in Cycle 2,

in which 17-18 is the first year of cycle 2. The college is currently bringing all inactive courses through the curriculum committee to be formally deactivated and removed from the catalog.

In the PLSO assessment cycle, it is important to note that LMC changed its definition of “program” in the middle of the current five-year assessment cycle. Prior to this change, “programs” were being defined at the department level only. If a single department had four certificate programs, these were being counted as one single program as it related to assessment. LMC updated its definition to more accurately reflect the need for each program to have its own set of PLOs. All of LMC’s programs were assessed in the fifth year of the assessment cycle in 2016-17.

(data from AACJC report)

	Percentage	Comments
% of programs with SLOs (ending with degree or certificate)	100%	
% of program SLOs with ongoing assessment	100%	
% of courses with SLOs	100%	
% of course SLOs with ongoing assessment	70%	All courses within Cycle 1 have been assessed. New courses that have not been assessed have been placed in Cycle 2. Courses that were not offered within Cycle 1 assigned cohorts, and remain active within the Catalog, have been placed in new cohorts in Cycle 2.
% 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	
% of administrative units with ongoing assessment	N/A	
% of Institutional Outcomes	5	LMC uses the 5 General Education Learning Outcomes as the Institutional Learning Outcomes.
% of Institutional Outcomes with ongoing assessment	80%	4 out the 5 outcomes have on-going assessment. It has been determined that the 5 th outcome is no longer applicable and the GE committee is

		taking steps to eliminate the outcome in 17-18.
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Transfer Degrees (per SB 1440)

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

At the conclusion of the 2016-17 academic year, LMC has available to students 21 AA/S-T degrees listed below.

Transfer Degree	Type	Year Approved
Spanish	AA-T	2016-17
Biology	AS-T	2016-17
Chemistry	AS-T	2016-17
Anthropology	AA-T	2014-15
Art History	AA-T	2014-15
Music	AA-T	2014-15
Administration of Justice	AS-T	2013-14
Computer Science	AS-T	2013-14
English	AA-T	2013-14
History	AA-T	2013-14
Journalism	AA-T	2013-14
Mathematics	AS-T	2013-14
Studio Arts	AA-T	2013-14
Communication Studies	AA-T	2012-13
Business Administration	AS-T	2012-13
Early Childhood Education	AS-T	2012-13
Kinesiology	AA-T	2012-13
Physics	AS-T	2012-13
Psychology	AA-T	2012-13
Sociology	AA-T	2012-13
Theatre Arts	AA-T	2012-13