***Contra Costa Community College District***

***2015 Educational Planning Annual Report***

**Los Medanos College**

Program Review Narrative

Progress Since 2014

Los Medanos College (LMC) 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 2012-13 academic year, with the next one due during the 2017-18 academic year. Close to 100% of LMC’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 2014

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

The instructional deans have been working closely with department chairs and the Planning Committee to move toward a validation process that is meaningful to programs, providing them with detailed feedback about their annual updates, and working collaboratively with them to garner needed resources for program improvement. A rubric was developed in collaboration with department chairs that provides feedback on each aspect of program review. At the beginning of the annual update process, it serves as a coaching tool to help departments use data, analysis and reflection to write a focused program review. At the conclusion of the annual update period, it serves as a written document that verifies that the program has received detailed feedback on every aspect of program review, and also captures program improvements and program needs as they align with our college strategic directions. In this way, the Planning Committee can collect a comprehensive list of achievements and needs for LMC’s strategic directions and use that information for collegewide efforts that will both support individual programs, and ensure that progress is being made on each of the goals as a college.

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 LMC 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)

**Athletics**

One of the most significant changes in the Athletic Program was the addition of a full-time counselor hired in 2014-15 to support student athletes. In past years, LMC student athletes had the benefit of dedicated counseling services but as the result of a reorganization, retirements, and a subsequent reduction in counseling hours there ultimately was insufficient support for our athletes. The newly hired counselor has implemented significant changes with interventions to help keep our athletes on track with their academic progress:

* All athletes are required to submit two progress reports each semester (by next year, we hope to have an automated system fully implemented).
* Athletes are required to meet with the counselor before dropping below 12 units.
* All new student athletes are required to meet with the counselor to create a comprehensive education plan; continuing athletes are highly encouraged to review their education plan with the counselor once each semester.

Other strategies are also in the planning stages:

* An embedded study hall/tutoring session for athletes that is planned before their practice time, once a week.
* An ACS 10 class (Academic & Career Success – Becoming a College Scholar) designed for student athletes will be offered in sections that are compatible with their practice/game schedules.

During the 2014-15 academic year, many student athletes had success both on and off the field/ courts:

Baseball: -

* Four players named to the Academic All-State Team
* Seven players named to the All Bay Valley Conference Team
* 27 student athletes with a 3.0 GPA or Higher
* 10 players named to Bay Valley Academic All-Conference Team
* 18 of 19 sophomores advance to four-year schools

Softball:

* Of the seven sophomore players, five have a GPA of 3.3 or higher, earning them an academic award from the BVC.
* Three freshman player also earned academic honors from the BVC.

Women’s Basketball:

* One player made it to 1st Team All Conference
* Two players transferred to Grace University, Nebraska

Volleyball: -

* Four LMC volleyball team members were honored as All Conference Players
* In the 2014-15 season, the team made the playoffs for the first time in ten years, led by one Lady Mustang that was named Co-MVP of the Bay Valley Conference and is now transferring to Alcorn State on a full athletic scholarship.

**Appliance Service Technology**

Appliance Service Technology has worked hard over many years to establish strong industry partnerships. In fall of 2015, the Appliance Technology Program forged its largest partnership in its history when a contract with LG Electronics was approved, and LMC became the west coast training hub for LG Appliances. The new partnership will include donated LG appliances for laboratory exercises, and integrated curriculum to educate and train existing LG staff, as well as provide a pool of qualified technicians for LG’s expanding workforce. A formal presentation marking the partnership occurred on October 8th, when LG North American President, Kyumoon Yu, visited LMC to celebrate the new partnership.

**Auto Technology**

Auto technology expanded its course offerings by two courses, including courses for a hybrid and modern “clean” diesel engines. Although the courses were written as 900 experimental courses, the program is moving them toward permanent courses for the future. The courses were supplemented with Perkins funds to purchase props and trainers for students to use in the lab components of these courses.

**MESA (Mathematics, Engineering, Science Achievement)**

The MESA program supports academically and financially disadvantaged students in high unit and difficult STEM majors. MESA has grown by 30% in the past academic year to 220 students.  MESA successfully transferred 47 students to four-year universities in 2015. LMC’s Success Rate is 72% and Retention Rate is 85% for SP2015. MESA comparatively has created an 81% Success Rate and a 95.4% Retention Rate for the same term.

MESA Students have participated in a variety of conferences and competitions i.e.  UC Davis AMSA ARC/UCD Pre-Medical & Pre-Health Professions National Conference, LMC’s STEM research symposium, LMC’s Academic Competition, MESA Math Challenge Competition, MESA Student Leadership Conference, MESA Student Leadership Retreat, UCLA TAP Conference, CCURI  Conference, LMC Southern California College Tour, UC Berkeley’s College of Engineering Day and Stanford Honors Symposium.

Notable highlights of the 2014-2015 year are: LMC’s MESA placing Second in the MESA Statewide Math Challenge; Four of the MESA students were chosen for Contra Costa Community College District for a $8,000.00 transfer scholarship. Five MESA students received a $5,000.00 transfer scholarship through the NSF STEM scholarship.  Numerous students receive LMC foundation scholarships. One student received a Jeffery Lieske Math Scholarship.

**Journalism**

The Journalism program now has a completely remodeled space for the Journalism Lab, where the weekly LMC Experience is produced. Plans for the remodel began in fall 2010, and are now nearly completed. The Journalism Lab has been enlarged, the old darkroom removed, new electrical wiring and cabinets installed, and new technology built into a “teaching wall” that includes a flat screen display connected to a computer and other media equipment, making it a smart instructional station. Additional computer stations have also been added. Almost complete is new space that will house trophies and awards where they can be viewed from the exterior hallway as people walk by.

In addition, the *LMC Experience* is now part of the *California Digital Newspaper Collection*, which converts old print and electronic newspaper archives into a modern, searchable electronic archive so students, and others, may access it for research. This project supports the education of students in the Journalism program as they learn and practice how to use archives to research news, sports and feature stories for Journalism courses. Additionally, newspapers serve as a historic archive for the communities they serve. Many of our oldest papers were fragile; digitization allows them to be preserved for those seeking information not only about our college, but also about our community.

**LGBT Studies**

Within the last two years, two new courses were added to the curriculum in English: Introduction to Lesbian, Gay, Bisexual and Transgender Studies and Lesbian, Gay, Bisexual, Transgender Literature. Currently in development is a history course: History of Human Sexuality and a Drama course in LGBT Theatre and Film. The intent is to develop an associate in art degree in LGBT studies, and an associate in science for transfer (AS-T) degree is in the planning stages in the newly developed Social Justice Studies. These LGBT courses will fulfill requirements for that degree.

**Library**

The LMC Library is having an exciting and productive fall semester. Every computer and study carrel was full the first month of school with 1,900 people coming through the gate each day. The incomparable library assistants and student workers have circulated library items over 19,500 times so far this semester. The librarians have taught more than 27 information literacy workshops and answered over 1,000 questions at the reference desk.

The Library is promoting five new subscription databases including: *Mango Languages*, an online service that allows users to learn up to 71 different languages; *Nursing Reference Center Plus* which includes streaming nursing skills videos; and three new history databases titled *Ancient & Medieval History Online*, *Modern World History Online* and *American History Online*. In addition, twenty-five new online research guides have been created, and faculty are encouraged to embed them in their D2L course sites.

The LMC Library is continuing its collaboration and outreach efforts. The Library hosted an information session on September 22nd for the *NewYorkTimes.com* subscription which will start in January. The Library is partnering with Transfer and Career Services for Books Alive: Careers 2015 also known as the Human Library, which will take place on November 11th from 12pm to 2pm. A reference librarian is in the MESA Lab every Tuesdays from 2:30 p.m. to 3:30 p.m. Drop-in library workshops and reference hours are also available at the Brentwood Center this semester.

In order to update the technology infrastructure of the Library, the librarians and library assistants are working together to complete a request for proposal for a new Districtwide integrated library system (ILS). Written proposals for Sierra and Encore Duet by the vendor, ILS Innovative Interfaces, Alma and Primo by ExLibris, and Ebsco Discovery Service by Ebsco were all accepted to continue the review process. This process has included vendor demonstrations, sandboxing, student usability testing and visits to other libraries using these systems. The District librarians and library assistants are reaching a consensus and a vendor selection meeting is scheduled for November 4th.

**Transfer Academy**

Developed through LMC’s Title V Hispanic-Serving Institutions Grant, the Transfer Academy was launched in 2011 in an effort to reshape the experience of first-time students, especially first-generation students, through a multi-year program. Buttressed by a cross-disciplinary team, the Transfer Academy creates conditions for student success by teaching students how to navigate the “hidden curriculum” of college, helps students develop a “scholar identity,” and guides students to successfully complete university transfer requirements. In March of 2013, the Transfer Academy program was recognized by the American College Personnel Association (ACPA) with an Innovative New Program Award from the Commission for Student Development in the Two-Year College.

During the 2014-15 year, the program has celebrated several accomplishments. Program results continue to show significant strides toward speeding up the time to transfer by increasing the number of units students take per semester and improving their course success and retention. The fall 2014 cohort was made up of 83 students, 37 of which have become transfer-directed by the spring 2015 semester. Additionally, the *ACS 10 Becoming a College Scholar – a First Year Seminar* course was approved in fall 2014 as a University of California transferable course –a major milestone in curriculum development and broadening student pathways (the course was previously issued CSU Breadth Area E designation).

Finally, after significant planning throughout 2014-15, in fall 2015, the program will partner with the Puente Project for a pilot effort to explore ways to strengthen the Puente program and support transfer success.  The pilot effort has been certified by the University of California, Center for Educational Partnerships, and will be analyzed for possible ways of impacting the state-wide Puente model.

Status for 2015

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

None.

*Programs Being Investigated*

None.

*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)

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:

Due to the development of new transfer degree programs, the following local associate degree programs have been discontinued:

Associate of Science – Anthropology

Associate of Science – Computer Science

Associate of Science – Mathematics

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. At first glance, the numbers below may seem alarming, however, they represent the current status of courses and programs within the five year cycle.

In the PLO 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 are being assessed in the fifth year of the assessment cycle in 2017-18. Prior to the change in definition, LMC had 100% programs with ongoing assessment. The drop in percentage listed below is the direct result of the expanded definition of “program.”

*(data from AACJC report)*

|  |  |  |
| --- | --- | --- |
|  | **Percentage** | **Comments** |
| % of **programs** with SLOs (ending with degree or certificate) | 100% |  |
| % of **program** SLOs with ongoing assessment  | 56.8% | All programs are scheduled to be assessed in the fifth year of the LMC assessment cycle in 2017-2018. |
| % of **courses** with SLOs  | 100% |  |
| % of **course** SLOs with ongoing assessment  | 75.1% | Cohort 4 is currently being assessed in 2015-2016. |
| % 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 | 100% |  |
| % of **Institutional** Outcomes with ongoing assessment | 80% | The fifth and final ILO is currently being assessed in 2015-2016. |

Transfer Degrees (per SB 1440)

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

At the conclusion of the 2015-16 academic year, LMC will have available to students 20

AA/S-T degrees listed below. The two newest degrees, Biology and Chemistry, are still pending final approval from the State Chancellor’s Office.

|  |  |  |
| --- | --- | --- |
| **Transfer Degree** | **Type** | **Year Approved** |
| Biology | AS-T | 2015-2016 (pending) |
| Chemistry | AS-T | 2015-2016 (pending) |
| Anthropology | AA-T | 2014-2015 |
| Art History | AA-T | 2014-2015 |
| Music | AA-T | 2014-2015 |
| Administration of Justice | AS-T | 2013-2014 |
| Computer Science | AS-T | 2013-2014 |
| English | AA-T | 2013-2014 |
| History | AA-T | 2013-2014 |
| Journalism | AA-T | 2013-2014 |
| Mathematics | AS-T | 2013-2014 |
| Studio Arts | AA-T | 2013-2014 |
| Communication Studies | AA-T | 2012-2013 |
| **Transfer Degree** | **Type** | **Year Approved** |
| Business Administration | AS-T | 2012-2013 |
| Early Childhood Education | AS-T | 2012-2013 |
| Kinesiology | AA-T | 2012-2013 |
| Physics | AS-T | 2012-2013 |
| Psychology | AA-T | 2012-2013 |
| Sociology | AA-T | 2012-2013 |
| Theatre Arts | AA-T | 2012-2013 |