

Administrative Units Program Review Year Five Update - Planning & Institutional Effectiveness Office Latest Version

This cycle is for Administrative Units to complete the Year Five Update of the Program Review cycle.

Administrative Units Program Review Year Five Update

1. Program Update : Version by Hsieh, Chialin on 02/02/2022 23:23

1a. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

Staffing Changes

2017-2018 Comprehensive PR: 1 FTE Senior Dean of Planning and Institutional Effectiveness. 0.5 FTE Senior Administrative Assistant (temporary)
 2019-2020 Year 3 Update PR: 1 FTE Senior Dean of Planning and Institutional Effectiveness. 1 FTE Senior Administrative Assistant (permanent)

- 0.5 FTE release time faculty research coordinator starting fall 2018 and ends June 2020.
- Data Coaches Program starting spring 2021 and ends spring 2022. (about 30 coaches enrolled in spring 2021)

1b. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update. If your program's goals are in progress or modified, please be sure to include action steps and responsible parties.

Goal 1: Lead institutional accreditation processes. In progress

- 1.1. ISER 2020 and Team Visit Oct 2020 (Completed). Follow-Up Report submitted Oct 1, 2021. Follow-Up Report Visit on November 2 and 3, 2021.
- 1.2. Support the implementation of QFE:
 - 1.2.1. Increase successful completion of gateway English in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. (In progress). Progress Report end of each academic year.
 - 1.2.2. Increase successful completion of gateway math in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. (In progress). Progress Report end of each academic year.

Goal 2: Lead and coordinate college-wide planning process including program review and assessment. In progress

- 2.1. Leading the EMP Core Group on the development of EMP 2020. (Completed)
- 2.2. Continuing leading the Planning Committee on revising and implementing the program review process. (In progress and Ongoing)
- 2.3. Leading the Planning Committee on the development of EMP 2020 bi-annual implementation plan (Completed)
- 2.4. Leading the Planning Committee to monitor the implementation of EMP. **(NEW). Spring 2022**

Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement. In progress

- 3.1. Continuing the effort on creating Data Democracy and increasing the culture of inquiry. (In progress).
 - 3.1.1. Established Data Coaches Program spring 2021 cohort and will continue having spring 2022 cohort (ongoing).
- 3.2. Collaborating with student services to develop Student Services Tableau—Data Dashboard for Student Services Areas. (In progress).
 - 3.2.1. Worked with District Research to create Learning Community Tableau (ongoing).
- 3.3. Applying grant to support the Tableau consultant, faculty researcher, and data coaches. (Completed).

Goal 4: lead and facilitate the enterprise technology tool process and implementation. In progress

- 4.1. eLumen program review module will be set up in fall 2020. (Completed)
- 4.2. College Plan (capture EMP) eLumen module will be set up and implement in spring 2022. **(NEW). Spring 2022.**

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Recommended Actions	Goal 1: Lead institutional accreditation processes. 1.2. Support the implementation of QFE: 1.2.1. Increase successful completion of gateway English in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. 1.2.2. Increase successful completion of gateway math in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020.	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Recommended Actions	Goal 1: Lead institutional accreditation processes. 1.2. Support the implementation of QFE: 1.2.1. Increase successful completion of gateway English in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020. 1.2.2. Increase successful completion of gateway math in the first year of the first time new students who transfer/degree-seeking, beginning fall 2020.	0 linked SLOs 0 resource requests			
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Goal 3: Oversee institutional effectiveness and facilitate research analysis as a means of continuous improvement: 3.1. Continuing the effort on creating Data Democracy and increasing the culture of inquiry. 3.2. Collaborating with student services to develop Student Services Tableau—Data Dashboard for Student Services Areas. 3.3. Applying grant to support the Tableau consultant, faculty researcher, and data coaches.	0 linked SLOs 0 resource requests			
	Goal 2: Lead and coordinate college-wide planning process including program review and assessment: 2.2. Continuing leading the Planning Committee on revising and implementing the program review process. 2.4. Leading the Planning Committee to monitor the implementation of EMP.	0 linked SLOs 0 resource requests			

2. Vision for Success Goals Update : Version by Hsieh, Chialin on 02/02/2022 23:22

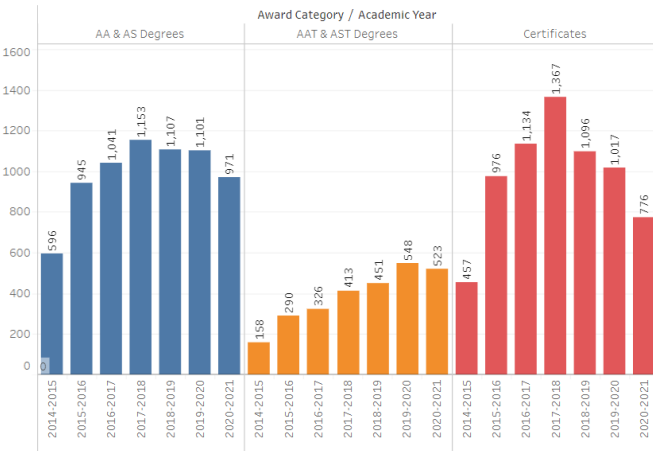
2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

**NOTE - Please copy and paste the table below in your response and complete accordingly.*

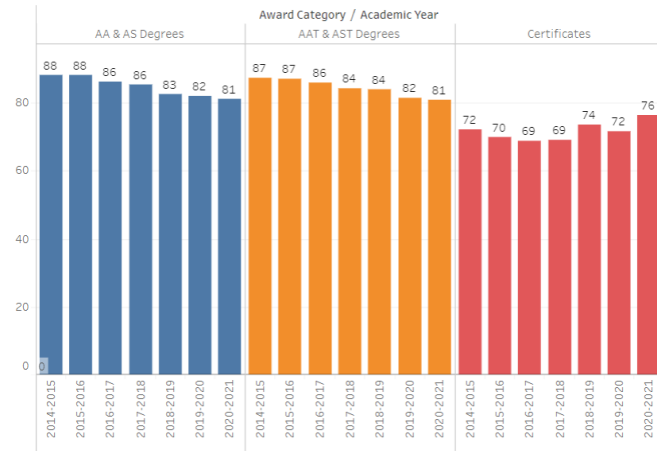
Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	English 100--67% Math 34--68%	In progress	2022-2023	English/Math/Student Services/PIE	To support the completion of gateway English and math in the first year for first-time new students who are transferring/degree-seeking.
Degrees (AA, AS, ADT)	1640	1367. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
Certificates of Achievement	841	701. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
Unit Reduction	79	97. Ongoing/In progress			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
CTE Jobs	NA	NA			

Number of Awards by Category



Average Units to Complete



Source: ACC, Colleague, ASR, Pops

College: LMC

Academic Year: (Multiple values)

Award Category: AA & AS Degrees, AAT & AST Degrees, Certificates

Ethnicity (condensed): (All)

Program Title: (All)

Career Ed Status: (All)

Los Medanos College
LMC Institution Set Standard
Vision for Success

	2016-17	2017-18	2018-19	2019-20	2020-21	Institution Set Standard Baseline 2016-17	Stretch Goal
1. Course Success	73.5%	73.1%	73.4%	71.3%	72.8%	73.5%	75.5%
2. Degree: AA/AS/AAT/AST	1367	1566	1558	1649	1490	1367	1640
3. Certificate of Achievement	701	904	879	864	773	701	841
4. Transfer: AAT/AST	325	413	451	548	521	325	439
5. Number of Units Accumulated by AA/AS Earners	97	97	93	92	94	97	79

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantaged students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

*NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					
Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	English 100—57% Math 34—64% 65%	In Progress 63%	2022-2023	English/Math/Student Services/PIE	To support the completion of gateway English and math in the first year for first-time new students who are transferring/degree-seeking.
Low Income	73%	71%			Continue monitoring the progress as a college and support departments/programs to document their success strategies.
Foster Youth	64%	62%			Continue monitoring the progress as a college and support departments/programs to document their success strategies.

Impact of Resource Allocation