

# LMC Comprehensive Report (Program Review)

## Learning Communities

Fall 2017

Program: \_\_Career Advancement Academy\_\_(CAA)\_\_\_

The following provides an outline of the required elements for a comprehensive report (program review) for Learning Communities.

### 1 SUMMARY OF PREVIOUS EFFORTS (FOR ALL PROGRAMS)

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#### 1.1 ANNUAL REPORT UPDATE ANALYSIS

Analyze your annual reports (objectives and improvements) over the past 4 years. Describe your prior years' goals and corresponding activities. Summarize the major impacts for completed objectives. For objectives that were not completed, provide an update on the status (or if abandoned, provide a brief rationale).

The last four years of CAA-funded course offerings have succeeded in several measures and struggled in others. Marketing and recruitment of low-income, underrepresented students was very strong. The ability to absorb the personnel costs necessary to do the substantial amount of work allowed grant funds to go directly to the cost of instruction and student support. In many instances departments set aside whole sections for CAA cohorts which brought the program costs down even further.

At the same time, the improved economy and rapidly lowering unemployment rate increased the number of students with multiple barriers to success and brought success rates (60%) and completion rates (83%) down.

With funding from the Chancellor's office coming to an end in June of 2018 objectives relating to longer-term program improvements are not applicable.

#### 1.2 ASSESSMENT SUMMARY (OPTIONAL)

If your learning community has PSLO's, complete the following section. Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

#### 1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your learning community's members and impact (directly or indirectly) on student success.

*To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.*

The Workforce & Economic Development (WED) unit enjoys strong support with regard to professional development. Resources from various CTE-related initiatives (CPT1, CPT2, SWP, San Francisco Foundation, etc.) have allowed the college to braid funding by applying newly acquired skills to be used across multiple grant-funded projects.

## 1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your learning community and other units/programs (i.e students services departments, instructional departments, other campus programs, etc.), and impact (directly or indirectly) on student success.

Partnerships with multiple Student Services and Counseling staff have added to the performance improvements of the WED unit as a whole.

Collaboration with Counseling wherein the WED unit employs 2.5FTE academic counselors with specialized skills in the area of CTE has been a significant boost to the CAA successes.

Though the Transfer and Career Center lacks the ability to provide strong support for non-transfer students the willingness to engage in conversations and schedule resume and interview preparation workshops has always been strong.

Collaboration with external agencies including the Workforce Development Board of CCC and CBO's like Opportunity Junction and Bay Area Resources is strong. Large philanthropic organizations such as the San Francisco Foundation and the Bay Area Workforce Funding Collaborative have even approached the college with funding for additional cohorts beyond those funded by CAA.

## 2 DATA ANALYSIS: (REPORT DATA FROM THE PAST 5 YEARS)

Review your data and analyze major changes that have occurred in your program over the past five years. What patterns/trends do you notice and what were the contributing factors that led to them? Where do you notice key successes? What are areas for improvement and how might your program address them?

### 2.1 ENROLLMENT (RECRUITMENT) & RETENTION ANALYSIS

Review the Section 2.1 Data Handout for your program and answer the following questions:

1. How many students does your program typically recruit each year? Are you meeting your program goals? Is there a pattern in enrollment? (Increase, Decrease, Fluctuate, Hold Steady) Why might this be happening?

Enrollment has been increasingly more difficult as the employment rate goes down. Currently CAA-funded sections are routinely available for open enrollment from the very beginning and may only find CAA students to fill half of the available seats. Sometimes even fewer. ETEC CAA in SP18 semester holds 13 out of 33 seats.

2. Are students equitably represented in your program as compared to the college? If not, which groups are frequently over-represented/under-represented? Why?

The CAA's have always enjoyed a diverse student population. Though the career path may sway the gender representation. For example, in the current ETEC CAA, 9 of 13 students are Hispanic, 1 is Asian, 1 is Pacific Islander and 2 are white. Unfortunately, all are male. Conversely, when Business cohorts have been conducted in the past the ethnic diversity remains strong and the gender diversity trends to be majority female.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on "Student Head Count" and "Term to Term Retention" or any additional data that your program collects that relates to this area.

N/A

## 2.2 COURSE COMPLETION & SUCCESS ANALYSIS

Review the Section 2.2 Data Handout for your program and answer the following questions:

1. Are overall course success rates for students meeting your program goals/expectations? Over the past five years are course success rates improving, declining, fluctuating or holding steady? Why?

Course success and completion rates for most CAA's exceed those of the general student population. Of particular note is a single, and dreadful year, which brings the long-term average down to the level noted in Section 1. This has proven itself to be true regardless of career path: Childhood Development, Business, EMS or Electrical Technology. In fact, the most recent ETEC CAA which included an introductory ETEC course and college-level math boasts a success rate of 90% and a completion rate of 100%.

2. Are students successfully completing courses at an equitable rate? If not, why might this be the case?

Data no longer is available to report on success and completion by ethnicity.

3. One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence," and our Equity Plan identifies African- American students as significantly disproportionately impacted in terms of successful course completion. Please specifically address how well African American students are succeeding and indicate any opportunities for improvement.

As previously mentioned, the data related to success by ethnicity is no longer available. It can be noted however that in a recent cohort funded by BART the ethnicity of students who successfully completed the program to earn their Certificate of Achievement included the following: Black/African American – 7, Hispanic – 4, Asian – 1, 2 or more – 2, white – 2.

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Course Success” and “Course Completion” or any additional data that your program collects that relates to this area.

### 2.3 TRANSFER & DEGREE/CERTIFICATE OUTCOMES

Review the Section 2.3 Data Handout for your program and answer the following questions:

1. Are the overall Transfer Readiness numbers for students in your program meeting your program goals/expectations?

N/A

2. Are students equitably achieving Transfer Readiness? If not, which groups are frequently over-represented/under-represented?

N/A

3. Specifically indicate how well African American students are achieving Transfer Readiness in your program.

N/A

Summarize and analyze any additional data relevant to this section. This may include data from the Cohort Tracker Tool on “Transfer Directed Status,” “Transfer Ready Status,” “Degree/Certificate Completion,” or any additional data that your program collects that relates to this area.

### 2.4 ADDITIONAL DATA ANALYSIS (OPTIONAL)

Summarize and analyze any additional data that your program collects. Note key trends as applicable.

## 2.5 RESEARCH & DATA NEEDS (OPTIONAL)

Describe any additional data or research needs that your program would benefit from.

# 3 LONG TERM GOALS (HOW TO GET THERE)

## 3.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> <li>1. Increase equitable student engagement, learning, and success.</li> <li>2. Strengthen community engagement and partnerships.</li> <li>3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.</li> <li>4. Invest in technology, fortify infrastructure, and enhance fiscal resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. ACCESS: increase access through enrollment of students currently underserved in our community.</li> <li>2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.</li> <li>3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.</li> <li>4. PERSISTENCE &amp; COMPLETION: Increase successful course completions, and term to term persistence.</li> <li>5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.</li> <li>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</li> </ol>

List 3 – 5 longer term (5 year) new goals for your learning community. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1:		

Goal 2:		
Goal 3:		
Goal 4:		
Goal 5:		

*To consider: If applicable, describe how these goals are designed to increase student engagement and equitable student outcomes.*

**N/A**

### 3.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

*Describe existing level of staffing for your learning community: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?*

*Does the existing level of staffing impact program delivery? The ability to provide a full-level of service? If additional staff are needed, identify how your learning community would benefit (i.e. what additional programs/activities/services/support could be offered) and how additional staffing would support long term goals.*

*Include but not limited to reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).*

<b>Faculty/Staff Resource Request</b>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input style="width: 100px; height: 20px;" type="text"/>	
<b>Justification:</b>			

### 3.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

*Describe how your learning community is structured within your existing physical space. For example, where is it located in relationship to other programs/services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.*

*Describe the current equipment/technology needs for your learning community, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your learning community?*

<b><u>Operating Resource Request</u></b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

### 3.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

*Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.*

<b>Professional Development Resource Request</b>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

## 4 FOR LEARNING COMMUNITIES WITH ADVISORY BOARDS:

### 4.1 ADVISORY BOARD UPDATE

*Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.*

Purpose	Structure	List of Members	Meeting Dates	Effectiveness



## 5 FOR LEARNING COMMUNITIES RESPONSIBLE FOR CSLO ASSESSMENT:

### 5.1 CURRICULUM UPDATE

*Summarize the status of the curriculum including an analysis of the status of the COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, and sequencing.*

### 5.2 CSLO UPDATE

*Summarize the CSLO assessment reports and the assessment plans. Summarize any changes that are being made to the CSLOs.*

### 5.3 COURSE OFFERING ANALYSIS

*Analyze the course/section offerings and trends, and report any new course plans.*