

# Instructional Units Program Review Year Five Update - Academic & Career Success (ACS) Latest Version

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

## Instructional Units Program Review Year Five Update

### 1. Program Update : Version by Anicetti, Rachel on 02/01/2022 18:39

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

See Student Services Program Review Update- Transfer Center and Program Review Update- Athletics for program changes and updates.

Please Note: ACS-100 was discontinued in Fall 2020, and resubmitted to the college as KNICA-100.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill rate, and productivity (FTES/FTEF))

ACS-010 (Becoming a College Scholar) is primarily offered as part of a cohorted student program. While an open section is offered to all students in Fall and Spring semesters, all other sections are scheduled as part of a learning community (for the Umoja, Transfer Academy, and Puente programs), or as part of the Student Athlete program. Because of this, ACS-010 shows consistently high census fill rates.

Section productivity has increased since the 2018-2019 academic year. Fall Ftes/Ftef has increased to 16.9, with an average of 17.1 over the last three fall terms. Spring productivity, when enrollment is not tied to learning community and Student Athlete cohorts, is lower, with an Ftes/Ftef of 14.7 in Spring 2021.

Term	Census Enrollment	Fill Rate	FTES	FTES/FTEF	FTEF	Sections	Success Rate	Enr Max
2018FA	282	94%	30.3	17.2	1.77	9	79.9%	300
2019FA	310	94%	33.4	17.0	1.97	10	79.7%	330
2020FA	308	93%	33.2	16.9	1.97	10	68.9%	330

Term	Census Enrollment	Fill Rate	FTES	FTES/FTEF	FTEF	Sections	Success Rate	Enr Max
2018SP	85	71%	8.9	15.7	0.57	3	81.2%	120
2019SP	84	70%	9.0	15.9	0.57	3	69.8%	120
2020SP	48	53%	5.2	14.1	0.37	2	75.0%	90
2021SP	84	70%	8.3	14.7	0.57	3	71.8%	120

1b. Please address the following enrollment data provided for your program.

1.b.2. What does the data suggest in terms of future needs/directions?

ACS-010 continues to reflect strong fill rates in sections scheduled through learning community partnerships, and will continue to work in partnership with those communities. The department continues to track fill rates for the Fall and Spring section open to all LMC students. While one open section currently satisfies demand outside of learning communities, if student demand increases and enrollment exceeds section capacity, an additional section will be added.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

See Student Services Program Review Update- Transfer Center and Program Review Update- Athletics

**FOR CTE PROGRAMS ONLY**

1c. Community and Labor Market Needs (Link Ed Code 78016 ([http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=78016](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016)), Title 5, 51022 ([https://govt.westlaw.com/calregs/Document/I69DBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=\(sc.Search\)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION\\_PUBLICVIEW%26fragmentIdentifier%3dI69DBCC](https://govt.westlaw.com/calregs/Document/I69DBCC0B6CB11DFB199EEE3FF08959C?viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData=(sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DBCC)))

No Value

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1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

No Value

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)				
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)				
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

### 2. Vision for Success Goals Update : Version by Anicetti, Rachel on 02/01/2022 18:39

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.*

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					

See Student Services Program Review Update- Transfer Center and Program Review Update- Athletics

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	Increase ACS-010 course success to 74%	modified	January 2022: Develop Section Profile template for ACS-010 instructors. January 2022: distribute to ACS-010 section instructors. June 2022: Hold additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations. Training is required for all new ACS-010 instructors, and optional for returning instructors.	Rachel Anicetti, Dave Belman	While course success for African American students increased to 73.5% in the 19-20 academic year, they fell to 54.2% in the 20-21 academic year. ACS-010 previously developed action steps to incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations as a strategy to increase ACS-010 course success for African American students. ACS-010 is modifying its strategy for SP21 to introduce section profiles for instructors. Instructors will be given a class profile at the beginning of the term, so they can be informed on the percentage of their class who identifies as African American, Low Income, or Foster Youth.
Low Income					
Foster Youth	Increase ACS-010 and ACS-100 course success to 81%	modified	January 2022: Develop Section Profile template for ACS-010 instructors. January 2022: distribute to ACS-010 section instructors. June 2022: Hold additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations. Training is required for all new ACS-010 instructors, and optional for returning instructors.	Rachel Anicetti, Dave Belman	While course success for foster youth students increased to 100.0% in the 19-20 academic year, they fell to 53.3% in the 20-21 academic year. ACS-010 previously developed action steps to incorporate additional training for all ACS-010 instructors on successful retention and support practices in the classroom, with an emphasis on historically underserved student populations as a strategy to increase ACS-010 course success for African American students. ACS-010 is modifying its strategy for SP21 to introduce section profiles for instructors. Instructors will be given a class profile at the beginning of the term, so they can be informed on the percentage of their class who identifies as African American, Low Income, or Foster Youth.

Data Sets for Reference:

			Enrollments	Completion	Completion Rate	Success	Success Rate
		Overall	326	291	89.3%	241	73.9%
2017-2018	ACS-010	African_American	78	65	83.3%	47	60.3%
		Overall	310	291	93.9%	235	75.8%
2018-2019	ACS-010	African_American	108	100	92.6%	71	65.7%

		Overall	305	289	94.8%	236	77.4%
2019-2020	ACS-010	African_American	83	75	90.4%	61	73.5%
		Overall	317	277	87.3%	209	65.9%
2020-2021	ACS-010	African_American	48	38	79.2%	26	54.2%

			Enrollments	Completion	Completion Rate	Success	Success Rate
		Overall	326	291	89.3%	241	73.9%
2017-2018	ACS-010	Foster Youth	19	13	68.4%	8	42.1%
		Overall	310	291	93.9%	235	75.8%
2018-2019	ACS-010	Foster Youth	32	28	87.5%	21	65.6%
		Overall	305	289	94.8%	236	77.4%
2019-2020	ACS-010	Foster Youth	11	11	100.0%	11	100.0%
		Overall	317	277	87.3%	209	65.9%
2020-2021	ACS-010	Foster Youth	15	11	73.3%	8	53.3%

			Enrollments	Completion	Completion Rate	Success	Success Rate
		Overall	326	291	89.3%	241	73.9%
2017-2018	ACS-010	Low Income	207	182	86.7%	147	70.0%
		Overall	310	291	93.9%	235	75.8%
2018-2019	ACS-010	Low Income	219	212	95.5%	169	76.1%
		Overall	305	289	94.8%	236	77.4%
2019-2020	ACS-010	Low Income	215	206	95.4%	171	79.2%
		Overall	317	277	87.3%	209	65.9%
2020-2021	ACS-010	Low Income	193	175	89.3%	135	68.9%

**3. Assessment Status Update and CSLO Assessment Effectiveness** : Version by Anicetti, Rachel on 02/01/2022 18:39

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.\*

*\*NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).*

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

ACS0-010 CSLO assessment completed January 22, 2018.

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

No Value

**4. Course Outline of Record Updates** : Version by Anicetti, Rachel on 02/01/2022 18:39

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOR(s) to the Curriculum Committee by November 1, 2021.\*

*\*NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).*

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

ACS-010 COOR Revision completed Fall 2020

**Impact of Resource Allocation**