LMC Program Review Year 3 Update 2019-2020
Instructional Unit Name: Leadership and Community Involvement

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

Goal #1 Increase by 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or **specific skill sets that prepare them for an in-demand job**.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

Goal #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

The *Program Review Year 3* Update includes five components with specified timeframes (not in chronological order) for draft and completion:

Item 1. Program Update (October 1 – October 31)
Provide an update to the department's 2017-18 CPR

Item 2. Setting the Vision for Success Goals 2021-22 (November 1 – November 27)
Department/program alignment of goals, action steps, timeline, responsible party and next steps – all tied to the *Vision for Success* indicators. For ease of reference, the *Vision for Success* indicators are included in this section.

Item 3. Assessment Date and Effectiveness (August 26 – September 30)
Status report on the review and assessment of courses and next steps

Item 4. Course Outline Updates (August 26 – September 30)
Status report on the review and assessment of Course Outline of Records and next steps

Item 5. Resource Needs (February 1 – February 28)
Resource needs to meet goals, if any.

The table below shows a list of the above components in chronological order. The intent is to complete sections of Program Review by these dates to better assess and inform the process.

Date	Program Review Update Component
August 26 – September 30	**Item 3.** Assessment Date and Effectiveness Status report on the review and assessment of courses and next steps.
August 26 – September 30	**Item 4.** Status report on the review and assessment of Course Outline of Records and next steps.
October 1 – October 31	**Item 1.** Provide an update to the department's 2017-18 CPR
November 1 – November 27	**Item 2.** Department/program alignment of goals, action steps, timeline, responsible party and next steps – aligned with the *Vision for Success* indicators.
February 1 – February 8	**Item 5.** Resource Needs

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

See Student Services Program Review Update- Student Life Office for program changes and updates

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 2017**? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef)
>
> **LACI-045** (Student Leadership and Governance) has not been offered in over ten years. In addition, **LACI- 049** has not been offered in over five years. As such, both of these courses will be deactivated December 2019.
>
> **LACI-048** (Leadership for Change) was offered twice during this assessment period in the spring of 2018 and spring of 2019. Each term the class size barely met the minimum requirement to offer the course without cancellation.

Course	Term	Census Enrollment	Census Fill Rate	Ftes/Ftef	Sec. Count	Wsch/Ftef
LACI-048	2018SP	19	63.3%	9.5	1.0	285.7
LACI-048	2019SP	20	66.7%	10.9	1.0	345.9
GRAND TOTAL		39	65.0%	10.2	2.0	315.8

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

The data suggests that improved or alternative marketing strategies need to be developed in order to improve enrollment in this course. Other courses within Student Services have seen strong fill rates in sections scheduled through learning communities. This may be an option to consider in the future. In addition, another focus can be applied to the participants within the annual fall Impact Social Justice Conference. Nearly one hundred students participate in this conference each program year.

1c. Provide a brief update of your program's goals as listed in your **(CPR)** 2017- 2018. Given these goals, please provide a brief update on: (a) Goals completed since their submission in 2018, and the impact of that completion on program effectiveness; (b) Goals abandoned with an explanation of why they were abandoned and (c) Goals still in progress or modified to be achieved by 2021-2022. Please include action steps, timeline, and responsible parties.

See Student Life Office Program Review Update for program changes and updates

For CTE programs only:

1c. Community and Labor Market Needs (Link Ed Code 78016, Title 5, 51022)

1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020. **N/A**

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

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, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

See Student Life Office Program Review Update for program changes and updates

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College's goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

Course Success by Race/Ethnicity

LACI-048	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
African-American	6	66.70%	5	60.00%	11	63.60%
Asian	1	100.00%	0	0.00%	1	100.00%
Filipino	0	0.00%	1	100.00%	1	100.00%
Hispanic	3	66.70%	5	100.00%	8	87.50%
Multi-Ethnicity	9	77.80%	10	80.00%	19	78.90%
Unknown		0.00%	1	100.00%	1	100.00%
White Non-Hispanic	1	100.00%	1	100.00%	2	100.00%
Grand Total	20	75.0%	23	82.60%	43	79.10%

LACI-048	2017-2018	2017-2018	2018-2019	2018-2019	Grand Total	Grand Total
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
Foster Youth	0	0.00%	1	0.00%	1	0.00%
Low Income	12	75.0%	11	9039%	23	82.6%

Overall course success is slightly above average, however, LACI-048 was offered twice during this assessment cycle so the data is not strong enough to make any formative analysis. The spring 2018 and spring 2019 terms do demonstrate that there was little to no impact on the success rate of foster youth and low income students. The data also shows that there was high enrollment of African-American students in LACI-048, they achieved disproportionately lower success rates in comparison to other student groups participating in the same course sections.

Based on this data, additional training may be required for the next instructor of record to examine the course structure, review assignment development and grading, and explore classroom engagement activities that may improve success rates of African-American students who enroll in this course.

Evaluation of the marketing strategy for enrollment into the course is also in order to increase enrollment for the course.

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. **Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.**

LACI- 048 has only been offered twice and has not been assessed. Assessment will occur during the next anticipated term it is offered (spring 2021).

Course	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment
LACI-048	Course was not assigned an assessment cycle	Spring 2021	Instructor of Record
LACI- 045	Course has not been taught in over ten years and will be deactivated		
LACI- 049	Course has not been taught in over five years and will be deactivated		

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

No CSLO assessments performed this year.

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.

Course	Faculty Responsible for COOR Update
LACI- 048	Course outline of record was last updated on December 12, 2017 .This course will be updated during next report cycle by the instructor of record.
LACI- 045	Course will be deactivated on December 31, 2019
LACI- 049	Course will be deactivated on December 31, 2019

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	
Justification:			

Operating Resource Request	
Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #
Department/Unit Name	Resource Type
	☐ Equipment ☐ IT Hardware/Software ☐ Supplies ☐ Facility Improvement ☐ Service/Contract ☐ Other
General Description	Est. Expense
Justification:	

Professional Development Resource Request

Department/Unit Goal - Reference #	Strategic Goal and/or Objective - Reference #

Department/Unit Name	Resource Type
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other

General Description	Est. Expense

Justification: